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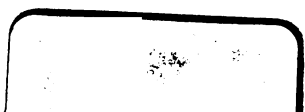
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MISS BURDETT GOUTTS'  
PRIZES FOR COMMON THINGS.

1854-56.

New Edition

2



REC 09/20



**SUMMARY ACCOUNT**

**OF**

**PRIZES FOR COMMON THINGS.**

It is hoped that those who have received a copy of this  
Work in a shorter form will take an interest in the additions  
which have now been made to it.

A

SUMMARY ACCOUNT

OF

PRIZES FOR COMMON THINGS

OFFERED AND AWARDED BY

MISS BURDETT COUTTS

AT THE

WHITELANDS TRAINING INSTITUTION.

IN THREE PARTS.

PART I.	Prizes Offered and Awarded in 1856.	
PART II.	"	" 1854.
PART III.	"	" 1856.

*New Edition.*

LONDON:  
HATCHARD AND CO., 187 PICCADILLY.

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*[Price One Shilling and Sixpence.]*

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## PREFACE.

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THE present edition of The Summary of Prizes for Common Things appears, not only because the first and second are exhausted, but because suggestions have been received from several quarters where the knowledge of the subject in which they have originated is likely to be sound and reliable, that the Summary would be more serviceable to teachers, and more generally useful, if reprinted in a cheaper form. Another competition for prizes having taken place at the Whitelands Training Institution since the publication of the first edition of the Summary, its results are added to the present, of which they form the first part. The competitors on this last-named occasion were pupil-teachers in schools who had previously competed, and pupils under training at Whitelands, the greater part of whom had entered since the former competition. On this occasion, lessons were not required to be given by those who tried for the prizes. Some of the essays, and the answers to the questions, are printed, in full, to show how the subject was handled generally; and may be taken as a fair sample of the whole. The prizes were awarded to those who had given the best answers to the written questions, or who

had produced the best essay on the *subject given*. The subject of this, as well as the questions (with the exception of questions 4, 5, 6, 7, 8), were selected so that they should be nearly identical with some of the questions previously proposed, and might thus afford some test of the effect of the previous examination, and of the habits of observation and adaptation of the competitors.

It is interesting to observe that the real expenditures set forth in the first Summary have been carefully considered, and that many charges not previously taken into account—such as for tools, wear and tear of furniture, and purchase of beer—are now entered in the supposititious expenditures. It will likewise be seen that the competitors have not treated the first question merely as a repetition of the question relating to wages in the former Summary, but that they have answered it with an especial reference to the distinction between a fixed annual salary and weekly wages. This is quite right; for, though the two classes of income may not vary materially in amount, taking the whole year through, still, when the income is certain, and not liable to the fluctuations of wages, strictly so called, many arrangements for comfort and economy are practicable, which in the case of weekly wages are far more difficult.

In connexion with the subject of wages, statements of the real expenditure of persons in receipt of quarterly or monthly salaries have been obtained through the kind exertion of friends interested in promoting the usefulness of the Summary; and some additional items of expenditure have been furnished by a lady, to whom this endeavour is also much indebted for recipes for cheap cookery, and for useful hints on furniture and on the utensils best suited for the kind of cookery under consideration—very important matters in small kitchens and in cottage eco-

nomy—and which were presented by her a few years since to the Royal Agricultural Society. The recipes seem to afford a variety of economical and palatable food; and will probably be found to be as wholesome and pleasant to the taste as were the dishes made from the recipes formerly given. But they are specially valuable from the cost of each dish being named, and the price of each article used in making it. The price is that for which it could be purchased in the north of England; but the London price for the same article at the small markets where the poorer classes usually buy their provisions has been also stated. This selection, together with the statements of real expenditures, will be found to follow the answers to the first question. It was thought that this arrangement would render a comparison between the real and supposititious expenditures, and the information to be gathered from them, more interesting and instructive to teachers with regard to the lessons given on similar subjects. The supposititious income of 78*l.* was calculated to be about the average yearly amount of the weekly wages of the real expenditures given in the first edition of the Summary; and many persons will be probably surprised to find this amount larger than they had expected.

It would seem certain that the condition of the labouring classes, generally speaking, might be greatly improved by the exercise of more forethought, and of economy during the summer-time, and at other seasons favourable to saving. It is certain that it would be immensely bettered by their being more prudent and self-denying previous to marriage. As a rule, a single woman can of course earn more, from having fewer domestic duties to engage her time and attention, than a married woman; but a man usually receives the same wages whether he be married or single. The following quotation, taken from the letter of a much-valued

friend, whose sympathy for the working-classes is very sincere, appears so apposite, expresses so clearly and forcibly the results which would attend the exercise of prudence early in life, that it is given in lieu of a feebler expression of the same sentiments: "Not only a man's own happiness, but the happiness of many others, would be much advanced by his reflecting, while yet young, that an income which is quite sufficient, or something more than sufficient, for the expenses of one person, can be with difficulty eked out to cover the charges of a family; and by his considering that a few years of saving and forethought at that period of his life would lay the certain foundations of a comfortable home. Nor is it requiring too much of him to take these things to heart; because it is not to be doubted that he may be by this means enabled to establish himself in life with even less of exertion, postponement, and anxiety, than often has to be endured by his employer before he can attain the same ardently-desired end. It is of unspeakable importance to their own happiness, self-respect, and rational enjoyment of life, that the youth of both sexes among the working-classes should accustom themselves to thus much of preparation and honourable forethought before they take upon themselves the responsible duties of heads of families. Surely this would not be incompatible with that help to morality, domestic virtue, and religious habits, which many whose opinion is entitled to all respect, hold to be furnished by early marriages, notwithstanding the many privations and evils that often follow in their train."

It appears important to bring these considerations prominently under the notice of teachers. The following calculation has therefore been made, showing how much money might be accumulated in five or ten years by a steady investment of a certain weekly sum:—

*Savings if left at 3 per Cent per Annum Compound Interest.*

Per Week.	Per Year.	Will realise in Five Years.	Will realise in Ten Years.	NOTE.
s. d.	£ s. d.	£ s. d.	£ s. d.	I. That the present rate of interest allowed by Savings-Banks is no more than 2l. 18s. 4d. per cent. But this disturbs the foregoing calculations in the ratio of 1s. 8d. in every 100l.; or 11s. 3d. on all the figures added together, only.
1 0	2 12 0	14 4 0½	30 18 5½	II. That decimal fractions have been taken no account of.
2 0	5 4 0	28 8 1½	61 7 7½	III. That here the interest has been computed by the year; while Savings-Banks compute it by the week after the first pound sterling has been accumulated. This makes a fractional difference also, and in favour of the Savings-Banks.
3 0	7 16 0	42 12 2½	91 18 10	
4 0	10 8 0	56 16 3	122 12 6	
5 0	13 0 0	71 0 3½	153 8 2	

We should, however, remember that it seldom happens that any two persons are situated precisely alike. One may have few, another many, claims to attend to, and these (such as aged parents to assist) of the strongest kind. It is felt, therefore, that no rule can be absolute as to the amount of saving which at any time can be effected. There may, indeed, be cases, especially of sickness, in which any such saving would be impossible. The teacher can only point out the result of a given saving within a specified time; and whilst showing the benefit of habits of care and thrift in general, may, in particular instances perhaps, be able to offer special advice. It should be borne in mind that the object aimed at must ever be to help and assist the workman and his family to do for themselves all that they can reasonably be expected to do, and not harshly to urge upon them anything beyond their power.

It is sometimes objected against the poor, that they cannot be easily induced to alter any of their domestic arrangements or habits, however manifestly it may be shown to be to their advantage that they should do so. But it should be remembered that comparatively few persons in



any degree of life accept similar advice very readily; and that fewer still, when once their habits are formed, can alter them without exercising much strength of resolution. In the case of the labouring classes, too, it may not unfrequently occur that their wants, and perhaps their comforts, are not fully comprehended, even by those who feel deeply interested in their welfare. The results of personal experience lead to the strongest conviction that no persons can advantageously teach others differently circumstanced from themselves without first becoming learners. Although the great sympathies and interests of life, having for their foundation a nature common to all, and common social relations, cannot differ very widely, yet the minor necessities, and the different feelings originating in different conditions, greatly vary, and require to be thoroughly studied before it can be reasonably expected that the advice offered should be taken. It is to be hoped that these considerations may be borne in mind, not only by teachers in their lessons, and in the general scope of their instruction, but in all the various discussions of plans of education, and especially in those which have for their object the training of children at school for a later period than they now usually remain there. On this point it may be here observed, that it is often not merely the payment received by the parents for the labour of the children which is the reason of their removing them from school at an early age, but that they are actuated by the knowledge gained by experience, that those children must learn the work for which they are destined while they are young, or they will never follow it steadily, and become useful and handy in its execution. Further, it must be particularly taken into account that when the mother goes out to work, the elder girls are required at home to take care of the younger children; nor can it quite properly be said that the chil-

dren are wholly uneducated when they learn and practise how to help their parents and families. Of course it is not contended here that there is no evil in the too early removal of children from school; it is merely suggested (though with some diffidence, as the subject is beyond the limits and pretensions of this Summary) that the subject has been chiefly regarded from one point of view, and that the remedies proposed may consequently not quite suit the real circumstances that have to be dealt with.

The importance of the personal example of teachers on their pupil-teachers and on the children in schools committed to their care with respect to dress, and the injurious effects on characters which arise from slatternly and showy habits of dress, were properly noticed and dwelt upon with some earnestness in the answers to the 2d question; but that innate propriety which constitutes self-respect, and is the surest guide to all persons, was in no instance sufficiently brought out in these answers. When duly limited, that desire to please and wish to gain esteem and good-will, which are common natural instincts, afford not merely blameless, but often laudable motives of conduct. Although the subject of dress may appear a somewhat trivial one, and the advice respecting it too apparent to need much thought, yet, without care and reflection, those nice powers of discrimination implanted in all minds, and that feeling of self-respect, will fail to be cultivated, which lead persons to respect their own class and station; and not only never to lower its respectability and their own by unbecoming conduct or manners, but to avoid the adoption of a style of dress either unsuitable to their occupation, or discreditable from its extravagance. Besides this, the experience of two of the most respected governors of metropolitan prisons, recently retired from their charge, points out (as the extracts in the Appendix from their letters show) a passion for

dress as the mainspring whence come the larger proportion of our female prisoners; and since the prisons tell this dreary tale of foolishness and temptation, and whilst the means of fostering the passion, and of offering allurements to its gratification, are easily obtained, the necessity for habits of self-restraint and economy in this particular is not now so evident as formerly, when all articles of dress were much dearer in price. But the evils resulting from the absence of such habits, though they may be less obvious, are not less sure. It is, therefore, of no trifling moment that the advice given on this subject to the young and inexperienced should influence the heart, and not the outward manners and appearance alone; but springing from thoughtful consideration and sound religious principle, rendering it kindly, practical, and consistent, it may be capable of reproducing the feelings to which it owes its origin.

The answers to the 3d question appear to have been written with a full sense of the importance of the subject, and a great amount of kindly feeling and acquaintance with Scripture. The texts are usually taken from the Old Testament. The spirit of the New Testament is so adverse to cruelty, that to quote from its pages would be to transcribe it. Several texts having special allusion to animals are, however, aptly quoted, especially in the papers of the Whitelands pupils.

It is most earnestly to be desired, with regard to its ultimate influence on the character, that humanity to animals may always be included in industrial training, as it assuredly should ever form a part of moral and religious teaching. The lessons given to children about animals, upon the modes of rearing and tending them, and the various means whereby they conduce to the comfort of man, offer so many opportunities to excite interest and

sympathy, that if these feelings were cultivated with a more definite perception of the end in view, these lessons might be made an important means of teaching forbearance and consideration to children; for, although childhood is commonly marked by thoughtlessness, children not unfrequently evince also much thoughtfulness under many circumstances; they are generally found to be very careful of children younger than themselves; boys, as well as girls, may be constantly seen nursing babies with great tenderness and care, never wearied by their little charge; and the wheelbarrow, or any other enjoyable position, is usually assigned by children to the youngest amongst their companions. No means should be neglected to foster these kindly habits, and to check that spirit of thoughtlessness to which may be traced much of the tendency to cruelty which is observable so very early, especially in children who are of a timid disposition, and of which the developed consequences are frequently selfishness and hardness of heart, and that unrestrained violence of temper—the cause of so many deplorable and sinful results.

The answers to the 4th, 5th, 6th, and 7th questions were deserving of praise on account of the pains which had been evidently taken with them; but, upon the whole, these questions were the least well answered. Some of the recipes were correctly given for making mutton-broth and barley-water; but most of the diets recommended as suitable for the sick would only be fit for convalescents, and many for persons of strong digestion only. Not one correct answer was given as to the proper temperature of a warm bath. These and certain other errors, which were common to all the answers (with a very few exceptions), have been pointed out; and to prevent confusion between safe and unsafe remedies, and right and wrong answers, no specific answers have been given to any of the simple



medical questions, 4, 5, 6. Such correct information as was scattered through them has been collected together, with the answers to the 8th question; and the whole of the mistakes and errors have been also collected and set forth together. The answers given to the 8th question, though comparatively few, were excellent; the directions contained in them simple, judicious, easily remembered, methodically arranged, kind, and thoughtful; but to have made a selection from them would either have necessitated great repetition or the omission of some useful remark. The medical gentleman who lent his aid on the previous occasion has kindly furnished on this one some simple prescriptions for common use, and the safest mode of treatment in the early stages of diseases of every-day occurrence, scarlet fever, measles, and hooping-cough.

These will be found in the Appendix, with a dietary of cheap recipes for the sick; a plan for teaching cooking, adopted by a lady in the country; and some other matters connected with the objects of this Summary.

From the answers to those questions it is to be inferred that greater attention should be given to the subject of simple medicine; that instruction of a more accurate kind is required, entirely free from technical expressions, or to any approach to the study of medicine as a science. It would seem quite unnecessary to enter into details as to the structure of the body, or into the remote causes and effects of diseases, beyond the knowledge required for practical purposes. Such a course of study may be advisable for those persons who propose to qualify themselves for the important office of sick-nurse, but would be wholly unnecessary to the teaching of such subjects in training-schools. All that would be required would be instruction as to the symptoms of common diseases, and of remedies and medicines in common use. A good deal, however, of

want of knowledge on these points arises as much from a want of habits of accuracy and observation as from any other cause; and it is this habit of mind which it is highly desirable those should acquire whose intended vocation as teachers in schools must influence the characters of children.

The report of the original distribution of prizes at Whitelands in the year 1854 is also included in these pages. The first Summary was felt to be deficient in conveying an adequate idea of the method of the lessons, and of the information generally given in the schools visited on industrial subjects. It is hoped that the deficiency may be now in some degree supplied. On the former occasion it was found that the notes of the lessons given by the schoolmistresses and the pupil-teachers who competed, could not be arranged with the clearness requisite for their recapitulation in print. The lessons were not prepared in writing beforehand by the competitors, who were uncertain what subjects would be given to them as the groundwork of those trials; and such notes as were made of them were merely memoranda, to prevent confusion, to come in aid of the formation of just comparisons, and to assist the memory of the auditors. The questions also were framed more with a view to fairly ascertaining the amount of general practical knowledge on the various subjects among the competitors, and the general tone and feeling diffused through their teaching, than to elicit the best reply on any one topic, or to reward the best manner of teaching any one isolated thing. Further, they were specially devised with a strong and earnest desire to inculcate those Christian principles and that Christian understanding of industry and labour, but for which, as the basis of such teaching, rendering it of infinite and equal importance to all classes of the community, the compiler does not believe that the movement



would ever have attracted the general interest and sympathy with which it has been met; or that it would have received the able and suggestive help rendered it by the press, without which it could not have readily acquired the weight which justly attaches to a widely and wisely expressed public opinion.

As it was felt that it would be extremely desirable if some idea could be formed of the degree of value which the working-classes would themselves set on an endeavour to promote in National Schools instruction in small matters and on common things referable to the daily wants and duties of life, an attempt was made, through a gentleman, to ascertain the opinion of some of the working-men whose expenditures had been given, respecting the Summary, a copy having been sent to each of them. No other than a kindly expression was to be expected from them; but the letter received in consequence is so strongly corroborative of the above expressed conviction, that it is published in the Appendix. Nor is it placed there for this reason solely, but also because it furnishes a most welcome indication of the interest the subject excites in the minds of those for whose benefit it is specially considered, and because it is likely to render encouragement to all who are interested in industrial training. The unusual application of the word "example," which occurs in this letter, is very suggestive of the active impression for good or evil which books may make upon the character, not dissimilar in effect to the choice of a person's companions; and the word used in this sense illustrates aptly and expressively the influence which the literature of a country must exercise on the habits and social condition of its people.

It is therefore a matter of no small moment that so large a proportion of the cheap literature now published is devoted to the pursuit of laudable purposes, and that on

industrial subjects there is no deficiency of very sound and useful publications, written in an earnest and Christian spirit. But it can scarcely fail to be observed, both in the first Summary and in the second, which is now added to it, that a more systematic and intelligent system of questions and of subjects for lessons is greatly needed. The information contained in most of the publications alluded to requires to be condensed and much more plainly given; and, with a view to this end, perhaps it is not too much to hope, that now, when the attention of many capable and earnest persons has been drawn to the subject, and when the Committee of Council on Education have made it a permanent part of the educational scheme, some competent hand will be found to arrange a class-book efficiently meeting the want, and which the Committee will sanction.

In a lesson on Cooking, for instance, it is very important that distinct advice should be given how to buy the article recommended: with accurate information as to how much of it can probably be got for a certain small sum of money; how to make the most of it, how to buy the best of it, how to choose it and know it to be good, and how to get it as cheaply as it can be honestly and fairly got, are essential points of such teaching. It is indispensable that the time required for making and cooking every dish recommended, should be particularly stated. The demands on the time of the mothers and wives of labouring men are urgent and varied. These may be caused by their occupations at home or by their occupations abroad (and many women, especially in agricultural places, have work to do out-of-doors, as their husbands and sons have): but, however caused, they must be carefully taken into account; for, without a due division and allotment of time, and without punctuality, there can be no good dinner and no



comfort. The meals of labouring families must in general be such as can be prepared quickly (very often by children); and few observers can have been in any cottage at meal-time without having had occasion to reflect how important it is to consider improvement in instruction in this respect, where it is so much needed, with a particular and delicate reference to the habits and necessities of the labouring people themselves. The customs and resources of particular localities must also be borne in mind. Where coal or other fuel is dear, economy in firing is an essential point. Those who live in towns have a larger provision-market to choose from, and a wider range of selection, than those who live in country places, where the means of choice are necessarily limited, and where the purchaser cannot go from one shop to another in search of the cheapest and best. It is said to be a frequent custom among employers to sell to their workpeople the inferior parts of meat at the same price as the better portions; but it is also to be hoped that, in some cases, the workpeople get the better parts of the meat a little cheaper than they otherwise might.

Similar remarks apply to lessons on Clothing. These should always include definite instruction in the choice and prices of suitable materials. Making, mending, patching, and sewing, must likewise be practically taught in them. It will almost invariably be found that those homes are in all respects the most comfortable and orderly where the women are good, active, expert, and managing needlewomen. It is, at least, quite as necessary to be well trained in plain needlework as in plain cookery; clothes being as necessary to life and health, whatever the station of the wearers, as food itself. But no training in this important particular can be sound which fails to extend into an intelligent knowledge of the comparative merits

and qualities of different materials, and the art of so using them in planning and making up as to avoid waste. The great variety of cheap cottons offered for sale, though very useful in some respects, holds out, as being showy and cheap, greater temptations to purchasers than more durable fabrics, which would be more expensive in the first instance (though much cheaper in the end), and would necessitate more previous saving out of wages, and therefore more patience and self-denial. If some strong-wearing stuff, combining cheapness with durability, could be produced at remunerating prices, a very great service would be rendered by manufacturers to the agricultural population especially.

These reflections suggested the expediency of giving, in the present edition of the Summary, some details (which are in the Appendix) as to the price of, and the different sorts of, materials most in use amongst the poorer classes. Inquiries were therefore made at shops in various parts of London; and a list from a kind friend resident in Yorkshire was furnished of the materials chiefly used in that neighbourhood. One commercial house, at Reading, to whom application was made, very liberally forwarded a variety of samples, assorted with great care, and with particular reference to the two main objects in view, that is to say, price and quality.

As it may be interesting to the readers of this Summary to know precisely the plans adopted by the Committee of Council for Education to promote industrial training and the teaching of domestic economy, an extract from a letter of the Rev. F. Cook, her Majesty's Inspector of Schools, is given in the Appendix, together with a list of the questions to candidates for Queen's Scholarships at the last Christmas examination. In the Appendix will also be found a very important letter from the Rev. H. Baber,

the Chaplain at Whitelands, respecting the recent regulation of Government, which throws open to other parties than pupil teachers the competition for the Queen's Scholarships.

When this regulation is more generally known, it is probable that many persons will be induced to consider the means by which they can best secure to their children the advantages offered; and it is to be expected that the information contained in the above-named letter may exercise a beneficial effect on the methods of instruction carried on under private tuition and in boarding-schools,—where, it is apprehended, the education afforded is not of a very sound description; not only deficient in the knowledge required from candidates for Queen's Scholarships on industrial and other subjects of useful information, but that a merely superficial knowledge is obtained, even of those accomplishments to the acquisition of which undue importance is sometimes attached. This deficiency in the training of the middle and upper classes of society, combined with the difficulty arising from the necessarily limited variety of occupations to which women can befittingly turn, and the increased difficulty of learning after the period of early youth is passed, may account for the statement frequently made that, amongst the daughters of the clergy and others of similar condition, so many seek employment at shops for needlework and the inferior sorts of dressmaking, when they are called upon, from unforeseen circumstances, to maintain themselves by their own exertions.

At no period in the history of England, since the vast changes which the Reformation effected, has the question of education, in its bearings on the future habits of the people, assumed so important an aspect as at the present time. Happily also at no period either did the Government, or the country generally, seem more sensible and alive

to its importance in regard to the welfare of all classes of people.

Among a variety of causes which combine to render the subject one of the gravest moment, especially in connexion with female training, there is one which seems naturally to fall within the range of the objects of this Summary; for it is one especially connected with the question of expenditure. The advances made in those arts which conduce to the comforts of life, for which the present age is remarkable, place enjoyments, even temptations, in the way of many within whose reach they did not formerly come, and cannot fail to effect a change in the manner of living of many classes. Where these facilities are made use of only to the purposes of an extravagant, thoughtless, and selfish habit of expenditure, a very poor and bad acknowledgment is made for the possession of blessings which should be the source of hearty thankfulness, and give rise to a higher and stronger desire strenuously to discharge the daily duties of life. On matters connected with the expenditure of a household, the women of a family usually possess a quiet but enduring influence; for no human influence towards the formation of habit can be stronger than that of the female members of a home. The tone of their minds, their tastes, and manner of management, inattention or attention to duty, not only work out the comfort or discomfort of their own home, but must through them react for good or for evil on the entire social system. And on their sense of the responsibility resting upon them as to the manner of discharging their duties as wives, mothers, and sisters, must mainly depend (however numerous and admirable the schools may be) the care of childhood, the cultivation of youth, and the acquisition in men of habits of order, prudent economy, and honourable principle. These essentials are daily becoming more and more highly esteemed,

not only amongst working men, but in all ranks; and in no class more than by that large and, in all cases, influential body—the employers of young men in mercantile houses. Upon the zeal, attention to business, and probity of these young men, the wealth and credit of the country rest for much of its support; and whether many or few of these, in their various stations and degrees, shall be found of a character equal to their trust, greatly depends upon the social habits of their families.

Hence, although that kind of intelligence, which has of late become known under the name of a knowledge of “common things,” may seem, superficially considered, more adapted to the obvious exigencies of the lives of the poor, it is certain that a want of such knowledge in women of any grade will have its lowering tendency on the morals, and happiness, and efficiency of the country at large.

And it becomes day by day a graver matter of consideration, whether the education given to the children of the wealthier classes is of a description to supply this knowledge or not. Possibly the discussions upon education, which occupy so large a share of public attention, may lead to a more systematic adoption of instruction upon the matters treated of in this Summary, and may bring home to the minds of parents, in the varying grades of society, a sense of the vast importance of such knowledge.

It would, perhaps, be hasty to infer that the results of these competitions convey a full and accurate idea of the whole existing state of the teaching of common things; the competitors having been but a limited number of school-mistresses and pupil-teachers belonging to the county of Middlesex, and the pupils of only one of the great training-schools. Still, they may be received as probably representing with tolerable fidelity all that has as yet been accomplished in the teaching of common things. The

interest shown in them by all connected with or interested in Education, and the opinion of her Majesty's Inspectors of Female Schools, would seem to support this belief.

On the whole, as there seemed no reason to expect that more extensive or varied results would be immediately obtained, it has not seemed advisable that any further prizes should be offered on a similar plan until the year 1858, or 1859. The prizes, therefore, to be offered next year will be confined to those pupils in Whitelands who can be recommended for their practical knowledge of needlework, and their assiduity in learning and assisting in the household duties of the school. Should the resumption of this endeavour, in two or three years' time, be permitted, it is hoped that in the meanwhile the general subject may have become more familiar to many, and particularly that prizes of a similar kind may have been offered by ladies to the schools in their own neighbourhoods.

The conviction that such prizes, to be really serviceable, should be offered by residents to the training or other schools in their own neighbourhoods, and that they cannot be adjudged at a distance with anything like the requisite amount of fairness and utility, led to the declining of a very gratifying proposal made to the compiler by the Free Church of Scotland, through the medium of one who was known to be a personal friend, the Archdeacon of Middlesex, that a competition, similar to those recorded in these pages, should take place in Edinburgh.

Some prizes have already been offered in connexion with the Salisbury Training School: one for needlework, and one for domestic economy. A full account of these will be found in the Report of the Training School for 1856. Similar prizes will be offered at the Diocesan Training School at Fishponds, near Bristol, and will be described in the Report of that Institution for the current year.

It may not often happen that there is sufficient leisure at the disposal of individuals for an attempt on the scale of the present; but a more contracted sphere of action must be quite as useful. The work to be done in carrying such a plan into execution is not laborious, neither does it demand great abilities or great sacrifices; though, if it did, the country can happily produce very many persons who are capable of both for the general welfare. Perseverance is the chief qualification required, without which no worthy object can be attained, and which springs up from the sincere and earnest pursuit of any object. With this, and with a general information on household subjects, and that general knowledge of the feelings and occupations of a neighbourhood which few ladies can be supposed to be without, the useful end is easily promoted.

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ON Friday, November 11, 1859, Miss Burdett Coutts, accompanied by the Countess of Falmouth, Mrs. Brown, and other friends, visited the National Society's Training Institution for Schoolmistresses at Whitelands, and kindly presented to eighteen of the students prizes for general usefulness for good needlework, and for progress in needlework.

On this occasion Miss Coutts addressed to the students the following remarks:—

Before reading the names of those to whom prizes have been awarded, I would briefly refer to the object for which they are given; especially those I have termed "Progress Prizes." They would greatly fail in their object if considered only as intended for personal encouragement. That is certainly one object; but it is also to be wished that they should be regarded as suggestive (especially by those amongst you who will shortly enter on active school duties) of plans and principles to be brought forward in schools hereafter to be placed under your care as schoolmistresses. One of the first points to which your attention will be early directed is, "The best means of encouraging those children who, either from the defects of their early training, or from natural inaptitude to learning, do not rise rapidly in their classes, and yet who strive to do well." This will require consideration. A large proportion of such children is to be found in every school, and their management is always a cause of anxious thought to conscientious teachers; for it is not easy to give to these the encouragement they need, and not to cause others to relax in their efforts to attain to excellence. It is difficult to give any rule upon this and similar points of school management, for,



in the skill and delicacy with which they are managed, consists the superiority of one teacher over another. But *one* rule, which it is hoped the Progress Prizes may suggest, seems safe and just, and is found to work well, namely, that any child who persistently and continuously exerts itself to improve, should at certain intervals receive positive encouragement, when a sufficient time has elapsed to show that progress has been made.

Another point to which it is intended these prizes should draw attention, is the expediency of adopting some means of diffusing, throughout the whole school, a general impression that much stress is laid upon the attention given to instruction in needlework, and that those children who are attentive, and who endeavour to improve in this particular, are not unnoticed, although they may not make such rapid progress as others do.

You will find it very necessary to secure attention *to*, and improvement *in*, needlework throughout the school. Year by year, industrial training seems more and more valued, and needlework is considered of primary importance, both from its intrinsic value to girls, and from its being that part of industrial work which can be most practically and efficiently taught in schools.

The objects of the prizes given by me have been confined to needlework and industrial instruction, because I conceive these to be of the greatest moment, not only to children in National Schools, but also to yourselves; and whenever an opportunity offers, I feel the deepest anxiety to impress upon all the indispensable obligation *due*, I may almost say, to society, that girls of every rank should receive practical instruction in needlework, and possess a sound knowledge of domestic economy. I have striven so very earnestly to obtain a recognition of this principle, that I sometimes fear, as respects needlework at least, I may seem to attach an undue importance to it, and to me, therefore, it seems not uncalled for if I enter somewhat more minutely, on the present occasion, upon some of the reasons which induce myself, and others who think with me, to feel so earnestly on this subject.

Many of these reasons are within the range of your own

experience; for you must have noticed how great a difference the knowledge and practice of needlework makes in a home. You will all feel, too, how much it tends to cement the ties of family affection; for the little comforts furnished, or the little gifts made and received, with so much pleasure, are familiar to us all, and you will all be ready to admit that skill in needlework promotes general habits of economy. But economy has roots which strike deep, and produce results which may not at first be so easily observed. It was the wont of the greatest soldier England ever had, and one of the most acute observers of the principles from whence spring the actions of men (the "Great Duke," as he was commonly called when amongst us), that "Economy was the Parent of Generosity." Trace this thought out, and you will find that the apparently humbler branches of instruction may play a more important part in forming the character than you would, at first sight, have imagined. Amongst those, needlework, from its direct tendency to economical habits, at least in one particular, and that one (I say it with pain) of vital importance—I mean Dress—becomes the most prominent. I refer to the subject of Dress with pain; because, upon this subject, one would have thought little need be said, in a civilised state of society brought under the influence of Christian principles, beyond the beautiful words of Archbishop Leighton:—

"To a sincere and humble Christian very little, either dispute or discourse, concerning this will be needful. A tender conscience and a heart purified from vanity and weaned from the world, will be sure to regulate this, and all other things of this nature, after the safest manner."

This subject is in itself so trivial, that the very earnestness with which it is necessary to speak and advise upon it almost defeats itself; but, that it is a mighty engine for evil, is found by a too sad experience, and I have seldom been more impressed with this than in reading the "charge" of the Recorder of Hull:—

"GAUDY SERVANT GIRLS.—Mr. Samuel Warren, the Recorder of Hull, in his charge the other day to the Grand Jury, after a few words of comment upon the vice of intemperance, said: 'Gentlemen, let me turn from this topic, for a moment, to another of great importance, forced on my attention by a case coming before you and me at these Sessions, and pain-

fully reviving in my mind the recollection of several cases at the last and immediately preceding Sessions. I mean cases of young female servants robbing their masters and mistresses, and that, almost invariably, of articles of dress. I cannot bear to make a harsh or uncharitable observation concerning either an individual or a class; but I must, in sober sadness, ask you, as men of the world, of social standing and experience—as heads of families—whether you can regard as satisfactory the condition of female domestic servants of the present day? For my own part, I know what is said on the subject by masters and mistresses in London, and elsewhere, of all ranks of society—that it is almost impossible, speaking in a general way, to get, or to retain, a respectable, modest, and trustworthy female servant. Why? Some, nay, very many, will tell you bitterly, and with too much truth, that young women in that class of life are monstrously over-educated for their stations and callings; that is to say, that passing away from, or neglecting, homely and useful acquirements, their minds are distempered and inflated by a smattering of knowledge and accomplishments totally unfitted for them, disturbing all their notions of dutiful, respectful, and happy subordination, and giving them a disgust for the plain paths of duty. Dean Swift wrote a tract ‘On the Mis-Education of our Gentry;’ but a Dean Swift of our day might at least as fittingly write a tract ‘On the Mis-Education of our Female Servants.’ I shall not more particularly allude to cases which have recently come before us here, of young women who have stood weeping before me bitterly at that bar, and afterwards in the gaol; but I know what they have said,—what they have owned as to their having felt ‘above their places,’ and ‘been too fond of dress,’ which, they said, ‘had brought them where they were.’ Gentlemen, I ask you, whether any observant person can walk the streets of our cities and towns on Sundays, when shoals of servant girls are abroad, without feelings of pity and disgust? Slipping out of front doors, and sneaking out of areas, may be seen kitchen and scullery maids, aping the absurdities of their superiors in station, with lace, or make-believe lace, petticoats, crinoline, kid gloves, parasols, and preposterous head-dresses! What must be passing through their minds as they strut along thus dismally bedizened, inviting imputations on their character? Whence come the funds to supply this finery? These unhappy creatures easily fall a prey to the profligate, and disable themselves from resisting the opportunity of robbing their masters and mistresses. You know, and if you do not, I do, that I am here touching an evil of a serious and rapidly increasing magnitude—one sapping the foundation of virtue and character in a great and indispensable class of society. But, you will say, what is the remedy for it? I will tell you. First of all, let their betters cease to set them an example of a preposterous and paltry love of finery, which they themselves are often as little able to afford as their inferiors; at all events, without shamefully and cruelly wasting the means of husbands and fathers. Let mistresses steadily and resolutely set their faces against finely-dressed servants. A general combination, with this object in view, would, in even a month or two, prove of incalculable importance. Do not let quickly-cast-off fashionable clothing be given to servants, but be otherwise and charitably disposed of. Let lords and ladies, let gentle and simple, in their respective spheres of influence, inaugurate a

more rational and wholesome state of things with reference to education, and then we may have a chance of again seeing that charming feature of an English domestic establishment—a comely, modest, trustworthy female servant. Gentlemen, it is from the class of silly, light-headed, misled, mis-educated young women, of whom I have been speaking, that the ranks of vice are incessantly and largely recruited, of which, from my judicial experience, I could give you heartrending instances and illustrations.”

Now, as the facts referred to in this charge bear directly upon the objects for which you are educated here at the public expense, and upon those of your future life, you will at once perceive from them how valuable every instruction must be to girls which is conducive to habits of self-respect, honesty, and to temperance—a duty quite as much to be observed in matters of dress as in eating and drinking, or in the pursuit of amusement. Many of the girls referred to by the Recorder of Hull in his sad Calendar are of a class which receive education in National Schools, and whether, in the schools you will be in charge of, girls be trained in habits of sober thoughtfulness and in an intelligent perception of the duties of their station, will very greatly depend upon your instruction and your influence. First and foremost, will be the influence of your example; for, beyond all you *say*, will be what you *do*. The ductile mind of a child is impressed with much which it learns insensibly, and you must never forget that, while you are judging the children’s disposition and capabilities, they are judging *you*, and will very easily learn to measure you by your own standard; readily perceiving whether you habitually sink *below* it, or strive to act up to it.

Next will come your direct instruction. Very much of the future welfare of the children will (humanly speaking) depend upon the fidelity with which you will fulfil this trust—a trust you have voluntarily undertaken by coming to this Institution for training for this service; and, unless you enter upon its duties with a meek and prayerful consideration of the best means of improving the character of the children entrusted to you, you will fail in giving a good account at the last of your work.

The managers of schools, under whom you will have to act, may possibly differ in their plans; but your duty will always be the same, by all means in your power to make these

plans profitable to the children. The religious instruction you will have to impart will, of course, be the most important. In this, as in other respects, you will be aided by the clergy of your parish; but, in all large towns, the clergy are so greatly overtaxed, both as to time and strength, that, most probably, a great portion of the religious as well as secular instruction of the children will rest with you. Certainly, the preparation of their minds to receive it must mainly rest with you; and if it be needful carefully to note improvement and attention to secular instruction, how much more careful should you be to observe the *least* improvement and attention to this your *most* important trust; and with how much more earnest consideration should you enter upon the thought how to render this part of your teaching effectual. Here our Catechism will come greatly to your aid. No one but a teacher can fully appreciate this wonderful epitome of instruction, which places within the reach of the most unlearned mother, or godmother (if she will only give it her attention), the means of instruction in the living principles and practices of Christian life. You will remember that our Church directs that, when a child has reached a certain age, and can "repeat the Lord's Prayer, the Ten Commandments, and the Creed," it should be prepared for Confirmation. Leaving, therefore, the Creed, and the division which treats of the two Sacraments of our Church, which is very brief—as the comprehending of these belongs to a more advanced period of life, when the child will receive from its spiritual teachers more direct instruction—I will merely now refer (to illustrate my meaning) to what may be termed the practical part of the teaching of the Catechism; and it is impossible, I think, to imagine anything more copious, and yet more simple, than its recital of the duties to be fulfilled in life by young and old, or that can be more readily adapted to almost an infant's mind. Take the two paragraphs which follow the "Ten Commandments." After dividing these, according to our Lord's example, under the two heads upon which He said "hang all the law and the prophets," "love to God," and that which is equal to it, "to love thy neighbour as thyself," it proceeds to exemplify "love to God." How

easy it is here made for any child to be taught to understand that there is a duty it can render to God within the scope of its small circle: such as attention to prayer in and out of Church; remembrance that it is ever under the eye of God; that it must not do what it knows to be wrong to please any one; and much more, too evident to need illustration.

In the next division, children can, of course, be easily taught that not only they must not lie, but that they must not touch forbidden things. The word "picking" seems almost selected for pointing out childish faults, besides involving the great principle of avoidance of "even the appearance of evil." It further teaches a child *social*, I had almost said *civil*, duties; not only obedience to parents, and those to whom it would ordinarily render its obedience, but it inculcates, also, that modesty, and courtesy, and reverent conduct which is due to age and experience, and to all those other numerous social and moral distinctions resulting from an established and well-ordered state of society, which the Catechism includes under the term "betters." As the child grows into manhood and womanhood, its knowledge on these points will grow also, and it will, indeed, take the earnest desire of a whole life to fulfil all the duties taught in the Catechism. But we cannot, I think, be sufficiently thankful that, in it, we have brought under our hand, so to speak, the means marked out for us of teaching such great duties so simply. To teachers in National Schools, and to all who have to teach to numbers, the Catechism is a very valuable help in another form, as a guard against the temptations incident to Class Teaching. All teaching, to be useful, must be individual in its adaptation; and there is some danger of forgetting this in that system of Class Teaching necessarily practised where there are numbers, as "The Uniformity of School Routine," and the regularity with which each class is refilled as the younger children grow up and the elder leave, have a tendency to check that adaptation of instruction which is indispensable in order to produce any abiding influence on the mind. In Infant Schools this is especially the case, for there exists so much similarity between children of a tender age that, when passing before us in numbers, it is difficult to remember that each little one has its



distinctive individuality as strongly marked as our own, when it is seen and known separately. The common remark, "that the child is father to the man," points this out. Often, too, surprise is expressed that a person should turn out very differently to what he or she was as a child. Whether the remark be for evil or good, it shows how distinctive was the individuality of the child at the time; and perhaps there is no image that remains more vividly impressed upon the mind after the lapse even of long, long years, than the little traits and baby peculiarities of some of "Christ's lambs" taken early to their rest, safe, as we fondly hope, with Him who "suffered the little children to come unto Him" while on earth. You should be very jealous over yourselves, and watch that your perception of this individuality does not in time become blunted; but, to carry out this great work of Education requires a missionary spirit—the spirit of those who give up all and go forth, setting their face as a flint against disappointment, and difficulty, and trouble, to do the work of Christ. Without this spirit you will not teach effectually. Above all, while you teach your children, forget not that you yourselves will ever need to remember, as you will say to your children from the Catechism, that—

"Thou art not able to do these things of thyself, nor to walk in the Commandments of God, and to serve Him without His Special Grace, which thou must learn at all times to call for by diligent prayer."

I have now only to present these books to you. I am sure you will all value them, as remembrances of this place; of which I do not doubt you will always retain an affectionate remembrance.

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## PART I.





## LIST OF QUESTIONS AND ESSAY

FOR JULY 1856.

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1. SUPPOSING that a man with a wife and three children had an income of 78*l.* per annum paid to him quarterly, and supposing that one-eighth part of it were spent upon his rent, what quarterly and what weekly arrangements must he and his wife make in order that they may most advantageously lay out the remainder ?'

2. How would you teach that the possession or want of self-respect is betokened by dress, and that moral habits are influenced by dress ?

3. From what passages of Holy Scripture could you take the opportunity of teaching the exceeding sinfulness of cruelty to animals ?

4. Mention various kinds of diet suitable for sick people; and give a few recipes for light puddings, broth, and drinks for invalids.

5. What are the general symptoms of mild fever ? and what simple means would you use to remove them ?

6. Convulsions frequently occur to young children. State some of the common causes which produce them ; and say what advice you would give as to the treatment of a child in a convulsive fit. Or, if a child were suddenly attacked with bleeding of the nose, what would you recommend should be done to check the flow of blood ?

7. When a *warm* bath is required, what ought to be generally the temperature of the bath ?

8. What advice would you give to young girls as to the care of medicines in a sick-room ?

## ESSAY.

What do you understand by "the teaching of Common Things?" and what do you consider would be the good likely to result from this instruction?

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NAMES OF PARTIES TO WHOM THE PRIZES HAVE BEEN  
AWARDED.

## PUPILS IN THE WHITELANDS TRAINING INSTITUTION.

*Prizes of the value of £1 each awarded to*

Mary Bottomley.	Sarah Annie Morgan.
Emma Elwig.	Catherine Stanley.
Sarah Anne Grindley.	Louisa Toovey.
Sarah Ann Higinbotham.	Eliza Wheeler.
Rose Maskell.	Susan Wilmot.

## PUPIL-TEACHERS.

*Prizes of the value of 10s. each awarded to*

Mary Bailey . . . . .	St. Mark's, North Audley Street.
Jane Boarder . . . . .	St. Martin's-in-the-Fields.
Esther Catherall . . . . .	St. James's, Bethnal Green.
Sarah Taylor . . . . .	St. Michael's, Highgate.
Emma Wood . . . . .	St. Martin's-in-the-Fields.

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# SELECTIONS

FROM

## THE ANSWERS OF WHITELANDS PUPILS AND OF THE PUPIL-TEACHERS.

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### QUESTION I.

*Supposing that a man with a wife and three children had an income of 78*l.* per annum paid to him quarterly, and supposing that one-eighth part of it were spent upon his rent, what quarterly and what weekly arrangements must he and his wife make in order that they may most advantageously lay out the remainder?*

**Answers given by Whitelands Pupils.**

SUSAN WILMOT.

The one-eighth of 78*l.*, 9*l.* 15*s.*, which, taken from 78*l.*, leaves 68*l.* 5*s.* The quarterly income of this man is therefore 17*l.* 1*s.* 3*d.*, and the weekly income 1*l.* 6*s.* 3*d.* In order to lay out this to the best advantage, the wife must be a judicious manager. During the summer months, when less fuel and less candles are required, she must endeavour to lay by something for the winter, when more fuel and candles are required. If in the country, this man will probably have a garden, which will supply the family with vegetables and fruit; and when this is the case, the money which would pay for them must be carefully kept for a time when there are extra expenses. Care

should be taken also to have in a supply of coals, candles, and soap, when they are cheap, as this will save considerable outlay. The last should be bought in a large quantity, and should be kept in a dry place, because, by paying attention to this, the soap will last much longer. The careful housewife will provide a cool place for her candles, or otherwise they will melt, and thus a great part of them will be wasted.

*Weekly Expenditure for a Man, his Wife, and Three Children.*

	£	s.	d.
Eight quartern loaves at $8\frac{1}{2}d.$ per loaf	0	5	0
Meat and suet.	0	5	0
Butter	0	1	0
Sugar	0	0	8
Tea and coffee	0	1	0
Milk and eggs	0	0	10
Vegetables	0	0	6
Candles and soap	0	1	0
Fuel	0	1	6
Pepper, salt, &c.	0	0	3
Rice	0	0	3
Treacle	0	0	1
Sundries	0	0	6
Clothing	0	4	0
	£1	2	3

N.B. I should strongly recommend that new bread should not be eaten, as it is not only wasteful but extremely unwholesome. In the foregoing estimate, which is made out for winter, the total expenditure, 1*l.* 2*s.* 3*d.*, leaves a sum of 4*s.*, when taken from the weekly income. This sum should be laid by for a time of sickness, or any other unforeseen event. In the summer, I think that at least 1*s.* 6*d.* more might be added every week to the sum laid by.

J. HENDERSON.

The object of the heads of a family should be to plan out their expenses to the greatest advantage, proportionately to their income, taking care that a certain amount of the same should always be put away for cases of emergency, and for the purposes of charity. In this case, therefore, the main point should be, not to see how the money can be laid out so as to spend all and keep out of debt, but it should be how it may be made sufficient to obtain for the family the comforts of life, with a small regard for future necessities.

When the rent has been deducted from the above amount (78*l.*), we find the sum of 68*l.* 5*s.* remaining; so that, exclusive of rent, we know that the man has an income of 17*l.* 1*s.* 3*d.* quarterly. Providing that the children be young, and all attending school, 6*s.* a quarter must be allowed for their combined school-payments; one quarter with another, we will suppose that 1*l.* 10*s.* is spent in dress upon the family; and, in the same way, that 15*s.* is spent in coals and firing; 2*s.* may also be taken for brushes, cloths, &c., which are constantly wearing out. This will reduce the quarterly amount to 13*l.* 8*s.* 3*d.*, which should be taken up in the weekly expenditure, according to the following rule:

	<i>s.</i>	<i>d.</i>
Seven quarterns of bread at 8½ <i>d.</i> . . . . .	4	11½
Meat . . . . .	4	10
Butter, 2lbs. at 1 <i>s.</i> 1 <i>d.</i> . . . . .	2	2
Tea, 1 <i>s.</i> ; coffee, 5 <i>d.</i> ; sugar, 1 <i>s.</i> 4 <i>d.</i> . . . . .	2	9
Pepper, salt, &c. . . . .	0	2
Flour and lard for puddings . . . . .	1	4
Milk . . . . .	0	6
Vegetables . . . . .	0	9
Candles and soap . . . . .	0	5
Weekly expenditure . . . . .	17	10½

By thus laying out their income, this family lives comfortably. If the heads of it are temperate and industrious, they cannot fail to be happy; and they will realise, or clear, a sum of 3*l.* 3*s.* 4*d.* annually.

MARY ANN WEEKS.

An annual income of 78*l.* would amount to 19*l.* 10*s.* per quarter. Upon the payment of this at the stated time, the man should immediately deduct his rent, which, for thirteen weeks, the quarter, would be 2*l.* 8*s.* 9*d.* Having done this, he will find that he has 17*l.* 1*s.* 3*d.* left for his quarterly expenditure. I think it would be a good plan now for him to get in sufficient fuel for the quarter, which would be cheaper or dearer according to the time of the year, and the locality in which he lived. On an average, I think 1*s.* 6*d.* would be sufficient money for him to spend on this in a week. This would amount to 19*s.* 6*d.* per quarter. A sum of 3*s.* might also be laid by to replace worn-out clothing; and 2*s.* to defray the expenses of sickness, if there should be any, or otherwise to be saved; and 2*s.* 6*d.* for the quarterly schooling of two of the children.

*Quarterly Income.*

£	s.	d.
19	10	0
3	15	9
<hr/>		
£15	14	3
<hr/>		

*Quarterly Expenditure.*

	£	s.	d.
Rent . . . . .	2	8	9
Fuel . . . . .	0	19	6
Clothes . . . . .	0	3	0
Schooling . . . . .	0	2	0
Sickness . . . . .	0	2	6
<hr/>			
Total	£3	15	9
<hr/>			

Deducting this from the income for the quarter, there will be then 15*l.* 14*s.* 3*d.* for him to give to his wife to provide for his house. The wife should now see how much of this she may spend each week, which she will find to be

about 1*l.* 4*s.* 2*d.* This may be disposed of in a similar way to the following:

	<i>s.</i>	<i>d.</i>		<i>s.</i>	<i>d.</i>
Bread . . . . .	3	0	Needles, &c. . . . .	0	2
Meat . . . . .	5	0	For mending of cooking		
Flour . . . . .	1	2	utensils and supply-		
Tea . . . . .	0	8	ing broken earthen-		
Coffee . . . . .	0	4	ware . . . . .	0	6
Milk . . . . .	0	6	Butter . . . . .	1	6
Sugar . . . . .	0	10	Eggs . . . . .	0	4
Cheese . . . . .	1	0	Condiments . . . . .	0	1
Soap . . . . .	0	2½	Beer . . . . .	1	2
Candles . . . . .	0	8			
Blue, &c. for washing	0	1½		18	9
Vegetables . . . . .	1	6			

The husband should join a reading society, or club, for which 1*s.* per week should be laid by. There will be then about 4*s.* 7*d.* remaining. With young children, many things not mentioned in the above list will be required, and sometimes the cost of several articles will be more than is also stated. With the remaining 4*s.* 7*d.*, then, the deficiency can be made up, and as much saved as possible.

#### LOUISA TOOVEY.

It would be advisable for them to deduct the rent, 9*l.* 15*s.*, from the income, and then consider how they can spend the remainder to the most advantage. They have left 68*l.* 15*s.*, giving them 17*l.* 1*s.* 3*d.* per quarter, and 1*l.* 6*s.* 3*d.* per week. It would not do to spend this money in a careless way without thinking about it; for if so, they may live well the beginning of the week, and go but poorly off the latter part of the week, or the quarter. And where there are children, this should be particularly guarded against; for not only will their health suffer from irregularity of



food, but the example of carelessness and extravagance will be very injurious, especially to girls who are just beginning to take an interest in household affairs; for if a mother be careful, she may teach her daughters, even when very young, to do many little offices of usefulness in household matters. When considering how to lay out the money, the parents should bear in mind that there is food, clothing, and schooling to be first thought about; and then a little should be put aside for replacing articles of domestic use, and some money put in the savings-bank, or otherwise put away, in case of some sudden emergency. In order to do this, they had better keep some such account as the following:

<i>Weekly Expenditure.</i>		£	s.	d.
Bread, 9 quarterns at $8\frac{1}{2}d.$	.	0	6	$4\frac{1}{2}$
Meat	.	0	3	0
Flour	.	0	0	9
Butter, $1\frac{1}{2}lb.$ at 1s.	.	0	1	6
Treacle, &c. for children	.	0	0	4
Sugar, 2 lbs. at 4d.	.	0	0	8
Tea, 3 oz. at 4s. per lb.	.	0	0	9
Coffee, $\frac{1}{2}lb.$ at 1s.	.	0	0	6
Coals	.	0	1	0
Candles	.	0	0	5
Milk	.	0	0	9
Rice	.	0	0	6
Vegetables	.	0	0	9
Boot and shoe club	.	0	0	3
Sick-club	.	0	0	2
Pepper, salt, &c.	.	0	0	3
Wood, &c.	.	0	0	6
Extras for puddings, &c.	.	0	1	0
Schooling	.	0	0	9
Clothing	.	0	3	0
Lay by	.	0	1	8
Extras	.	0	1	$4\frac{1}{2}$
		<hr/>		
		£1	6	3
		<hr/>		

	<i>Quarterly Expenditure.</i>	£	s.	d.
Housekeeping	. . . . .	11	11	0
Clothing	. . . . .	2	10	0
Schooling	. . . . .	0	18	0
Extras	. . . . .	1	0	0
Saved	. . . . .	1	0	0
		<hr/>		
		£16	19	0
		<hr/>		

16*l.* 19*s.* taken from 17*l.* 1*s.* 3*d.*, leaves 2*s.* 3*d.* for omnibuses, or such expenses as may be incurred by the man in his business. Thus his quarterly expenditure will be 16*l.* 19*s.*; weekly, 1*l.* 6*s.* 3*d.*

## ANN PEDLAR.

When a family, consisting of a man, his wife, and three children, have an income of 78*l.* per annum, and out of this income one-eighth is required to pay the rent, it is very evident that the remainder (which will be 68*l.* 5*s.*) must be laid out very carefully, which will only be done by an economising purchaser. If it be laid out without any forethought about the matter, the things purchased will in all probability exceed the contents of the purse of the purchaser. The quarterly income, from an annual one of 78*l.* per annum, will be 17*l.* 1*s.* 3*d.*; and the weekly income, 1*l.* 6*s.* 3*d.*

It often happens amongst thoughtless housewives, that they have goods (intended to serve a week), the amount of which will exceed that of their weekly income; and they satisfy themselves by saying, that they will not spend so much the following week, and that, by being a little more economical, they will thus be able to pay for the things which were had on trust the previous week. But this plan is a very bad one, and not often so easily got rid of when once adopted; and as our Maker has not permitted us to know "what a day may bring forth," we should make it a

rule, if possible, to pay for things as we get them. As our sight into the future is denied us, and we do not know that perhaps before another quarter, or week, nay, even a day, we may be deprived of those means which have hitherto been our support, it is the duty of every person who has money to spend, to lay it out to the greatest possible advantage, and not to buy things which we do not want, merely because they *appear* cheap.

*Weekly Expenditure when the Income is 1l. 6s. 3d. per week.*

	£	s.	d.		£	s.	d.
Bread . . . .	0	5	6	Clothing . . . .	0	2	0
Meat . . . . .	0	5	6	Schooling for child-			
Vegetables . . . .	0	1	0	ren . . . . .	0	1	6
Milk . . . . .	0	0	7	Beer . . . . .	0	1	3
Flour . . . . .	0	1	0	Sundries . . . . .	0	1	0
Firing . . . . .	0	1	6				
Groceries . . . .	0	2	6	Weekly expenditure	£1	3	4

1l. 3s. 4d.  $\times$  13 = 15l. 3s. 4d., quarterly expenditure;  
 1l. 6s. 3d. — 1l. 3s. 4d. = 2s. 11d., weekly savings for  
 sickness (if any), &c.

### Answers given by Pupil-teachers.

JANE ELIZABETH BOARDER.

If a man with a wife and family had an income of 78l. per annum, paid to him quarterly, and one-eighth part of it was paid for rent, great economy and forethought must be used, so as most advantageously to lay out the remainder, so that it shall last during the quarter, not being expended in useless things, but on such as will do real good.

The quarterly wages of a man earning 78l. a-year would

be 19*l.* 10*s.*, or 1*l.* 10*s.* a-week. Of this income one-eighth, or 9*l.* 9*s.*, is paid yearly for rent, consequently leaving only 68*l.* 5*s.* to keep house, buy clothing, &c. with. This gives 17*l.* 1*s.* 3*d.* a-quarter, or 1*l.* 6*s.* 3*d.* a-week. To lay this out economically should be an important consideration. It should not all be spent at the first part of the week, so that scarcely anything can be obtained after the first few days, but so regulated that the expenditure shall not at any time exceed the income. It should be borne in mind also that at least a small portion should be saved in case of emergency, sickness, or sudden death; for, as the Psalmist says, "The days of man are but as grass; in the morning it is green, and groweth up, but in the evening is cut down, dried up, and withered." Many, alas! are often called away, leaving their families totally unprovided for, which might have been prevented, if a habit of saving had been practised.

*Weekly Expenditure of 1*l.* 6*s.* 3*d.**

	£	s.	d.
8 4-lb. loaves at 8½ <i>d.</i> . . . .	0	5	8
4 lbs. of meat at 7 <i>d.</i> . . . .	0	2	4
2 oz. of tea at 4 <i>s.</i> . . . .	0	0	6
2 packets of cocoa at 2 <i>d.</i> . . . .	0	0	4
1½ lb. of sugar at 4½ <i>d.</i> . . . .	0	0	6½
1 cwt. of coals . . . . .	0	1	2
Wood and matches . . . . .	0	0	3½
Candles . . . . .	0	0	6½
1½ lb. of soap at 4½ <i>d.</i> , and soda, 1½ <i>d.</i> . . . .	0	0	8½
1 lb. of butter . . . . .	0	1	2
1½ lb. of cheese at 8 <i>d.</i> . . . .	0	1	0
Beer . . . . .	0	1	0
Vegetables . . . . .	0	1	0
Salt, pepper, mustard, &c. . . . .	0	0	2
Rice, oatmeal, treacle . . . . .	0	0	9
Periodicals . . . . .	0	0	3
Carried forward . . . . .	£0	17	5

	£	s.	d.
Brought forward . . . . .	0	17	5
Missionary fund . . . . .	0	0	3
Children's schooling . . . . .	0	0	4
Saving fund . . . . .	0	2	6
New tools, repairing old ones, &c. . . . .	0	2	0
	<hr/>		
£1 6 3	£1	2	6
1 2 6	<hr/>		
<hr/>			
£0 3 9 left weekly for clothing.			

## ESTHER MARY CATHERALL.

If a man, his wife, and three children, had an income of 78*l.* per annum, which was paid quarterly, and the rent, which would be one-eighth of it, was deducted from it, there must be some arrangements made how to lay out the remainder advantageously. One-eighth of the income would be 3*s.* 9*d.* per week, or 9*l.* 15*s.* per year; the remainder would therefore be 68*l.* 5*s.* annually, or 17*l.* 1*s.* 3*d.* quarterly. When the money is received, 1*l.* 5*s.* 5*d.* should be laid by for every week, and laid out after the following manner:—

£	s.	d.	£	s.	d.
Bread . . . . .	0	5	0	Brought forward	0 16 0
Meat . . . . .	0	4	6	Oatmeal . . . . .	0 0 4
Vegetables . . . . .	0	1	0	Soap . . . . .	0 0 3
Butter . . . . .	0	0	10	Soda . . . . .	0 0 2
Cheese . . . . .	0	0	5	Coals . . . . .	0 1 0
Sugar . . . . .	0	0	5	Candles . . . . .	0 0 6
Tea . . . . .	0	0	6	Beer . . . . .	0 1 4
Coffee . . . . .	0	0	3	Sick-club . . . . .	0 1 0
Milk . . . . .	0	0	5	Savings-bank . . . . .	0 1 6
Flour . . . . .	0	0	5	Clothing-club . . . . .	0 3 0
Suet . . . . .	0	0	3	Schooling . . . . .	0 0 4
Sundries . . . . .	0	2	0		<hr/>
	<hr/>				£1 5 5
Carried forward	0	16	0		<hr/>

The remaining money, namely, 10*d.* per week, should be laid by for coals; and some families use a great many. Coals can be obtained much cheaper if they are bought in large quantities, such as two or three tons. It is also advisable to purchase them in the summer-time, because then the demand for them is not so great. Not only in coals, but in almost every article, an allowance is made by taking a quantity.

MARY E. BAILEY.

I have invariably found that good-managing folks ever make it a point to pay the rent first; in this case quarterly. As this is supposed to equal one-eighth of the amount of the income, there remains 68*l.* 5*s.* to cover all other expenses. But before I attempt to divide this sum, it is well, as a young person in the former examination remarked, to determine what sort of people the man and his wife are who receive this income—whether they are quiet, honest, industrious, and God-fearing; or whether they strive to outshine their neighbours in dress, and are pleasure-seekers, who care nothing for the future, and think little of their Maker and His laws. If they agree with my last description, of course no order of expenditure could be observed; but if with the first, it is surprising how far even a trifle may be made to go in housekeeping.

To commence with the expenditure in housekeeping, I think I should lay it out in the following manner:—

	£	s.	d.
Coals, two tons . . . . .	2	10	0
Bread, four quarters weekly . . . . .	7	16	0
Meat, fish, &c., 3 <i>s.</i> . „ . . . .	7	16	0
Butter, 7 <i>d.</i> . . . „ . . . . .	1	8	2
Cheese, 4 <i>d.</i> . . . „ . . . . .	0	14	0
Carried forward . . . . .	£20	4	2

	£	s.	d.
Brought forward . . . . .	20	4	2
Vegetables, 1s. weekly . . . . .	2	12	0
Groceries, 2s. . „ . . . . .	5	4	0
Clothing . . . . .	20	0	0
Provident club, 1s. 6d. weekly . . . . .	3	18	0
Sundries . . . . .	7	0	0
	<hr/>		
	£58	18	2
	<hr/>		
Salary . . . . .	78	0	0
Rent . . . . .	9	15	0
	<hr/>		
	£68	5	0
Expenditure . . . . .	58	18	2
	<hr/>		
	£9	6	10
	<hr/>		

I have supposed the three children to be at school, and that the earnings of both the man and his wife are included in the 78*l*.

The coals should be bought in the summer-time, say one ton in spring and one ton in the summer quarter. Under sundries I include subscription to a lending-library, a little beer, and casual breakages in furniture. As regards the time when these things mentioned in the list of expenditure should be paid for, I think that it is best to pay for things as they are had, and to avoid running bills.

#### REAL EXPENDITURES.

*Average Annual Expenditure of a Clerk, unmarried, and living in furnished lodgings; supplied at the instance of Ormonde Hill, Esq.*

Rent.—Furnished parlour and bedroom, with attendance, lessened by no dinners having to be prepared, 8s. per week . . . . .	£	s.	d.
	20	16	0
Carried forward . . . . .	<hr/>		
	£20	16	0

REAL EXPENDITURES.

17

	£	s.	d.
Brought forward . . . . .	20	16	0
<i>Food.</i> —Weekly bill for breakfast, tea, and supper, 7s. 4d. . . . .	£19	1	4
Dinners on Sundays, 1s. 8d. On week-days merely a chop, with bread and ale, 9d. . . . .	16	1	5
	35	2	9
<i>Drink.</i> —A four-and-a-half cask of bitter ale every six weeks, at 1s. per gallon	1	19	0
One gallon of whisky at Christmas	0	19	6
	2	18	6
<i>Clothes.*</i> —Tailor's bill, including two suits, mending, &c. . . . .	9	12	0
Hat . . . . .	0	12	6
Shoemaker's bill . . . . .	1	11	6
	11	16	0
<i>Washing.</i> —Averages 1s. per week . . . . .	2	12	0
<i>Reading.</i> —Subscription to literary in- stitution . . . . .	1	11	6
Weekly paper sent to a relative in the country . . . . .	1	6	0
	2	17	6
<i>Amusement.</i> —Subscription to billiard-club	1	1	0
Theatre, &c., about . . . . .	0	10	0
	1	11	0
<i>Recreation.</i> —Yearly trip to the country, generally some watering-place . . . . .	5	0	0
<i>Miscellaneous.</i> —Such as cab and omnibus fares, visit or two to the Crystal Palace, writing- materials, postage, hair-cutting, baths, &c. &c.	5	0	0
	£87	13	9

Yearly income has averaged 95*l.* for the last six years.

\* Under-clothing, such as shirts, flannels, &c. can give no account of.



*Expenditure of a Clerk whose annual income amounts to  
92l. 5s. 6d.*

<i>Apartments.</i> —Parlour and bedroom, 8s.	£	s.	d.
per week, 52 weeks, 20l. 16s.; coals and wood, 1s. 5d. per week, for 26 weeks, 1l. 16s. 10d. . . . .	£22	12	10
Candles, average all the year round (10d. winter, 6d. summer), 8d. per week, 52 weeks . . . . .	1	14	8
	<hr/>	24	7 6
<i>Food.</i> —At home (including breakfast, tea, and dinner on Sunday): bread, 1s. 8d.; sugar, 9d.; tea, 6d.; coffee, 9d.; milk, 3½d.; butter, 3d.; haddocks, 7d.; beer, 6d.; meat, 8d.; potatoes, 1½d.; blackening and salt, 1½d.;—in all, 6s. 2½d. per week; 52 weeks . . . . .	16	2	10
Extra for visitors, friends (some- times a friend stays with me for a week or so) . . . . .	0	15	0
Dinner during the week (in office): steak, &c., 6d.; bread, 2d.; potatoes, 1d. (salt too trifling to mention); 9d. per day, six days, 4s. 6d. per week; 52 weeks . . . . .	11	14	0
	<hr/>	28	11 10
<i>Wearing-apparel.</i> —1 pair of trousers, 1l. 8s.; 1 vest, 18s. 6d.; hat, 6s. 6d.; mending, 5s. . . . .	2	18	0
Under-clothing, &c. Shirts, half- dozen (made at home), 1l.; socks (had from home); gloves, 7s. 6d. . . . .	1	7	6
Shoes (no new ones), mendings only . . . . .	1	1	0
	<hr/>	5	6 6
Carried forward . . . . .	£58	5	10

REAL EXPENDITURES.

19

	£	s.	d.
Brought forward . . . . .	58	5	10
<i>Washing.</i> —Once a quarter, 36 shirts, 9s.;			
48 collars, 4s.; flannels, 1s. 6d.;			
handkerchiefs, 1s.; socks, 20 pairs,			
1s. 8d.; mending socks, 10d.; 18s. per			
quarter, 4 quarters . . . . .	£3	12	0
Extra during the summer: flannel			
trousers, &c., 5s.; jacket, 1s.; coat,			
6d.; light vests, 2s. . . . .	0	8	6
		4	0
<i>Miscellaneous.</i> —Soap, 4s.; olive-oil, 2s. 6d.; hair-			
cutting (once a-month, 3d.), 3s.; skates grinding,			
2s. 6d.; watch cleaning, 5s.; guard for ditto,			
6d.; music, 3s.; postage, postman, 6s.; foreign			
ditto, 3s.; note-paper, &c., 4s.; umbrella, 13s. 9d.;			
medicine, 2s.; spent showing strangers about			
town, 10s. . . . .	2	19	3
Newspaper . . . . .	1	19	6
Seat in church, &c. . . . .	1	12	10
Tobacco, &c. . . . .	2	15	6
Cricket . . . . .	9	15	10
<i>Dog.</i> —Tax, 12s.; food, 10½d. per week, 52 weeks,			
2l. 5s. 6d.; medicine, 1s. . . . .	2	18	6
<i>Amusements.</i> —Personal expenses for			
'bus, cab, train, beer, skating, swim-			
ming, &c. &c., during 7 months (5			
accounted for under the head of			
Cricket), 2s. per week; 32 weeks . £3	4	0	0
Crystal Palace 3 times a-year, &c. . . . .	4	0	0
		7	4
		£91	11
		9	

*An Extra Clerk in a Government Office at 7s. per diem, paid quarterly.*

	£	s.	d.
House-rent, &c. . . . .	0	7	0
Housekeeping . . . . .	1	0	0
Personal expenses . . . . .	0	7	0
Steamboat fares . . . . .	0	3	6
Lunch at office . . . . .	0	3	0
Postage, carriage of parcels . . . . .	0	1	6
Coals . . . . .	0	1	6
Weekly expenditure . . . . .	£2	3	6

The family consists of self, wife, daughter grown up, who takes in sewing, and another daughter, aged thirteen, who is learning to be a pupil-teacher.

I am an Extra Clerk in a Government office at 8s. per diem, paid quarterly; out of which I have to support a wife, five children, and a servant. I reside in a house for which I pay 27*l.* per annum, inclusive of taxes. I am unfortunately obliged to run credit for most of the articles of food consumed by my family, for which, of course, I pay more than I should do were I to go with ready money in my hand; so that at the end of the quarter almost the whole of my pay is devoted to the liquidation of the past quarter's expenses and my rent. I am obliged to borrow small sums to enable me to pay for such necessaries as beer, candles, soap, &c., and trifling things of that sort, during the current quarter.

E. O. N., aged twenty-six, clerk, with wife; no family.  
Salary, 80*l.* per annum (1*l.* 10s. 9*d.* per week), spent in—

	s.	d.
Rent . . . . .	6	6
Beer (no wines nor spirits, except medicinally) . . . . .	2	0
Carried forward . . . . .	8	6

	<i>s.</i>	<i>d.</i>
Brought forward . . . . .	8	6
Butcher . . . . .	4	6
Baker . . . . .	2	6
Coals, candles, &c. . . . .	1	10
Cheesemongery . . . . .	1	4
Grocery . . . . .	1	6
Greengrocery, &c. . . . .	1	5
Clothing . . . . .	4	0
Pew-rents at place of worship, &c. . . . .	1	0
Books and periodicals . . . . .	0	5
Leaving for medicines or other emergencies, pleasure, and other sundries . . . . .	3	9
	<u>£1</u>	<u>10 9</u>

F. E., clerk in a government office; wife only. Average annual salary, 120*l.* I have additional income to this from some property, which enables us to go out of town for the benefit of health, to pay for medicine, and for church.

	<i>s.</i>	<i>d.</i>
Grocery . . . . .	3	4
Baker's bill . . . . .	2	6
Butcher's ditto . . . . .	5	0
Cheesemonger . . . . .	2	6
Greengrocer . . . . .	0	8
Oilman . . . . .	1	8
Washing, &c. . . . .	3	0
Coals (average) . . . . .	2	0
Rent . . . . .	9	0
Beer, &c. . . . .	4	6
Periodicals, &c. . . . .	1	2
Clothes, boots, &c. (average) . . . . .	6	6
Dinner, &c. for self, through being out the whole day . . . . .	10	0
Average weekly expenditure . . . . .	<u>£2</u>	<u>11 10</u>

*Weekly Expenditure of 10s. for a Family of Six Persons.*

	s.	d.
Flour . . . . .	3	0
Milk . . . . .	1	9
Meal . . . . .	1	0
Sugar . . . . .	0	4
Soap . . . . .	0	3
Coals (average) . . . . .	1	0
Candles (winter and summer) . . . . .	0	3
Potatoes . . . . .	1	0
Butter, bacon, and yeast . . . . .	1	0
Tea . . . . .	0	5
	<hr/>	<hr/>
	10	0

Flour, milk, meal, and potatoes are in this list the principal articles of diet; tea and bread-and-butter being employed more as an occasional relish and refreshment.

It was suggested by the person who gave this experience, that the purchase of tea-dust (which is sold at a lower price than tea) was very advantageous, as it was only inferior from being in such small particles, and in appearance.

*Weekly Expenditure of 17s. 6d. for the same Family of Six Persons in improved circumstances.*

	s.	d.
Flour . . . . .	3	0
Meal . . . . .	1	6
Butter . . . . .	2	0
Milk . . . . .	1	9
Pipeclay, starch, and soda . . . . .	0	6
Meat . . . . .	4	0
Potatoes . . . . .	0	10
Coals (average) . . . . .	1	0
Candles . . . . .	0	6
Salt, pepper, mustard . . . . .	0	3
Sugar . . . . .	1	0
Yeast . . . . .	0	2
Tea . . . . .	0	7
Soap . . . . .	0	5
	<hr/>	<hr/>
	17	6

In this expenditure there would be left over in many of the articles what would supply about one week in six—such as surplus of meal, potatoes, spices; and this might be put aside for clothing.

A very economical purchase of meat may be obtained at 4d. per pound, called trimmings, or small pieces cut off the larger joints to make them of a proper form. These trimmings answer quite as well for hot-pot, potatoe-pie, or to be stewed with vegetables, as a solid piece of meat.

Mutton goes farther than beef, is more savoury, and renders more dripping for potatoes or making paste.

The shoulder is sold cheaper than either the leg or the loin, and also contains less bone.

In beef the cheapest part is the fore-vein, which lies between the neck and shoulder. It is of an irregular shape for a dish, but is free from bone, and is very juicy without being fat.

This piece is very good boiled; and with the addition of barley, carrots, turnips, an onion, and a few sweet herbs, the broth or soup is excellent.

A shin of beef is a cheap piece to buy, and is generally sold at half-price, in consideration of the great weight of bone; but it contains more gristle, and consequently more jelly, than any other part of the animal.

A cow's head is also a profitable piece, and will make several dishes, if well apportioned.

The shin of beef ought to be broken in pieces, and the meat be cut off in large thick pieces; then placed in a stew-pot, just covered with water, seasoned with pepper and salt; and with the lid kept tight, placed in a slow oven for at least twelve hours, or until the bones are quite clean.

*Weekly Expenditure of 13s. 6d. for Five Persons.*

	s.	d.
Flour . . . . .	3	0
Meal . . . . .	0	4
	<hr/>	
Carried forward . . . . .	3	4

	<i>s.</i>	<i>d.</i>
Brought forward . . . . .	3	4
Oat-cake . . . . .	0	6
Meat . . . . .	1	9
Milk . . . . .	0	7
Butter . . . . .	2	6
Tea, 2 oz. . . . .	0	7
Treacle, 2½ lbs. . . . .	0	6
Coffee, 1 oz. . . . .	0	1
Yeast . . . . .	0	2
Coals . . . . .	1	0
Sugar, 2½ lbs. . . . .	1	3
Candles . . . . .	0	6
Potatoes . . . . .	0	9
	<hr/>	<hr/>
	13	6

This is the weekly detail of a country schoolmaster's family, and varies from the former list in the greater expenditure on sugar and butter, which results from the delicate appetite of the schoolmaster, who is far advanced in years, and requires much nourishment in a small quantity of food.

The meat selected in this well-arranged household is about half fat and half lean, with a small piece of suet. It will make four meat dinners in the week, and all varied in their arrangement,—hot-pot, fried in a pan with onions, stewed with vegetables, or in a pie.

Bannocks are made of half-a-pound of treacle and half-a-pound of meal, with a piece of butter of the size of a walnut melted in the treacle; then mixed up, rolled, and cut out, and baked in the oven. This forms a very wholesome sweet cake.

A dinner of coffee sometimes serves; and when there is a good rice-pudding, they have no animal food.

A pennyworth of liver fried with a slice or two of bacon is another savoury dish, and makes the potatoes more nourishing.

This family have found great use for rhubarb, or spring-fruit (as it is called sometimes), in the early part of the year. The

stalk is cut in short pieces without being pared, sweetened with sugar, and made into tarts or pasties. The flavour is equal to gooseberries or apples, and superior to either in medicinal effects. Vegetable-soup may be made by boiling a quart of overgrown green peas (or if in winter, gray ones) in two quarts of water, with a bunch of mint, till they will pulp through a sieve.

Fry in some dripping, or a small piece of butter, a large onion cut in rings, and any crusts of bread, and the thick part of a lettuce cut small. Put this to the liquor the peas have been boiled in, and the pulped peas; savour with pepper and salt; boil all together, add a little thickening made of flour and water, or potato-starch and water.

The income of the farm-servant, where the lowest expenditure was adopted, was fifteen shillings per week, with a house rent-free; and at the present time, when his wife is dairy and poultry-woman, twenty shillings, and a house rent-free. They have four children, all at school.

The schoolmaster's family consider their average income to be twenty shillings per week: the master has eight and sixpence fixed salary, for teaching the boys; the mistress one and sixpence per week, for teaching the girls to sew and mend their clothes; the master's brother and the mistress weave on the hand-loom, and when trade is good, can jointly earn ten shillings per week. The daughter assists in the house and school.

The school is on a very old foundation, and a very poor one. The children living in the township are free scholars; the full amount of the master's salary has been given, which proceeds from cottage-rents.

Some ladies in the neighbourhood provided, to make it more useful, a weekly stipend to enable the mistress to teach the girls to sew, darn stockings, and mark. The result has been very successful, as it has provided education for the poorest class, who are far from national schools, and not connected with factories.

The master receives twopence a-week from scholars who do not live in the township; but this is a small contingency, and never entered in their housekeeping funds.



*Weekly Expenditure for a Brickmaker's Family of Six Persons.*

I asked one of the best managers in our village to try to give me some statement of her and her husband's weekly expenses: she is the wife of a brick-and-tile manufacturer in a small way of business. Although no scholar, she is a particularly well-conducted, active, sensible woman; and her statement, which I enclose, is written out for her by her eldest girl, thirteen years of age: she has rather got into the way of writing too small a hand. I send you the document just as she brought it to me this morning.

"It is with pleasure that I give you my advice how to manage a family as working-people: first, for parents to show a good example by speaking the truth and being steady and industrious, for children to follow their parents' example. I make it a rule to brush and mend the Sabbath-clothes on Monday morning, and the rest of the week to clean and wash and make my childrens' clothing, and always mend before the clothes get too bad; and knit our stockings at nights, and teach our children to take care of their clothes. My way of living cheap is, to live one day as we can live another: the children to have sufficient of good bread at proper meals, not to be eating at any other time. I give them coffee, or tea, or milk, twice a-day; and for dinner, some days we have potatoes pared and cut into a dish, with pepper and salt and onion, or a few slices of bacon on the top; sometimes a little mutton. About once a-week we have a suet pudding and a piece of mutton roasted; and the next day a boiled pudding and the meat that remained the day before; sometimes a pig or sheep's fry stewed with onions and sage, pepper and salt. We buy our groceries in good quantities, which we find to be much cheaper than going to the shops by the week.

	s.	d.
Flour, 3½ st. at 2s. 6d. . . .	8	9
Beef or mutton, 4lbs. . . .	2	0
Carried forward . . . .	10	9

	<i>s.</i>	<i>d.</i>
Brought forward . . . . .	10	9
3lbs. of bacon, with feeding our own, about 6 <i>d.</i> per lb. . . . .	1	6
$\frac{1}{2}$ lb. butter,* 1 <i>s.</i> 4 <i>d.</i> per lb. . . . .	0	8
1 lb. sugar at 6 <i>d.</i> . . . . .	0	6
Coffee . . . . .	0	3
Tea . . . . .	0	6
Milk . . . . .	0	10 $\frac{1}{2}$
Candles . . . . .	0	6
Treacle . . . . .	0	6
Soap, soda, blue, starch . . . . .	0	6
Oatmeal and little articles . . . . .	0	6
Fire . . . . .	1	6
Schooling, four children . . . . .	0	8
Clothing, with shoes . . . . .	4	0
Rent . . . . .	4	6
Total £1	7	8 $\frac{1}{2}$

But we have a garden with our house that supplies us with vegetables and fruit; fruit that we sell, with garth† and stabling, will reduce the rent to 2*s.* 6*d.* per week.

Doctoring per year . . . . . £1 0 0

Our income we cannot exactly state, because in business.  
Number of family—father, mother, and six children.

No drinking or smoking allowed in our house, nor artificial flowers.”

J. G., machine-printer. Wages, 2*l.* per week; wife and three children.

<i>Weekly Expenditure.</i>	<i>s.</i>	<i>d.</i>
Rent and taxes . . . . .	5	0 $\frac{1}{2}$
Flour . . . . .	6	0
Coals . . . . .	2	0
Carried forward . . . . .	13	0 $\frac{1}{2}$

\* 24 ozs. in 1 lb. of butter at Bedale.

† Small field.

	<i>s.</i>	<i>d.</i>
Brought forward . . . . .	13	0½
Meat . . . . .	2	0
2lbs. of butter, at 1 <i>s.</i> 4 <i>d.</i> per lb. . . . .	2	8
4lbs. of sugar, at 6 <i>d.</i> per lb. . . . .	2	0
¼ lb. of tea, at 4 <i>s.</i> 8 <i>d.</i> per lb. . . . .	1	2
¼ lb. of coffee, at 1 <i>s.</i> 8 <i>d.</i> per lb. . . . .	0	5
Milk . . . . .	1	0
Potatoes and vegetables . . . . .	0	6
Soap and soda . . . . .	0	6
Candles . . . . .	0	6
Beer and eggs . . . . .	1	6
Schooling and books . . . . .	1	4
Periodicals . . . . .	0	6
Pepper, salt, and vinegar . . . . .	0	3
	<u>£1</u>	<u>7 4½</u>

Cannot say what the clothes cost; perhaps 6*s.* or 7*s.* per week. The foregoing remarks are about a fair average.

A machine-printer, wife and eight children. My wages 2*l.* per week. One girl and two boys bring me in 15*s.* 6*d.* per week.

*Expenditure.*

	<i>£</i>	<i>s.</i>	<i>d.</i>
60 lbs. of flour . . . . .	0	12	1
Butcher's meat . . . . .	0	6	0
3 lbs. of cheese . . . . .	0	2	0
Milk and butter . . . . .	0	6	0
Potatoes . . . . .	0	2	6
Tea, coffee, sugar . . . . .	0	3	8
Soap, candles, soda . . . . .	0	2	8
Pepper and salt . . . . .	0	0	2
Meal . . . . .	0	2	0
Beer . . . . .	0	1	3
Carried forward . . . . .	<u>£1</u>	<u>18</u>	<u>4</u>

	£	s.	d.
Brought forward . . . . .	1	18	4
Children's schooling . . . . .	0	1	3
Rent and taxes . . . . .	0	5	6
Coals . . . . .	0	1	6
New shoes and clogs . . . . .	0	3	0
Clothing (no account kept), say . . . . .	0	5	0
	£2	14	7

B. C., a widow, left with four children; ages from ten to eighteen years. All work at fancy work; average earnings about 16s. per week.

	s.	d.
Rent, two rooms . . . . .	3	6
Coals and wood: $\frac{1}{2}$ cwt. coals, 7d.; wood, 2d. . . . .	0	9
Candles, 1 lb. at 7d.; $\frac{1}{2}$ lb. soap at 4d. . . . .	0	9
Bread, $7\frac{1}{2}$ quarterns at 7d.; flour, $\frac{1}{2}$ quartern, $3\frac{1}{2}$ d. . . . .	4	8
Butter, &c.: $\frac{1}{2}$ lb. butter, 6d.; $\frac{1}{2}$ lb. dripping, 3d.; treacle, 2d. . . . .	0	11

This is about the average; or else they may have  $1\frac{1}{2}$  lb. of dripping and no butter.

Tea, for mother only, about 2 oz. . . . .	0	6
Sugar, 1 lb. at $5\frac{1}{2}$ d. . . . .	0	$5\frac{1}{2}$
Meat, on Sundays only, 3 lbs. at 6d. . . . .	1	6
Potatoes, about 9 lbs., 3 lbs. for $2\frac{1}{2}$ d. . . . .	0	7
Milk, $\frac{1}{2}$ pint per day . . . . .	0	7
Beer: 1 pint on Sundays, $\frac{1}{2}$ pint each week-day for the mother . . . . .	0	6
Clothing, and various little articles which cannot be specified . . . . .	1	$3\frac{1}{2}$
	16	0

The following are the average expenses of a clerk, with 100l. per annum, with a wife and two children. This has been

gathered from various sources, and is not the case of any one person, as persons of this class do not like to have questions asked.

	£	s.	d.
Rent . . . . .	15	12	0
Coals, candles, wood, soap, &c. . . . .	7	3	0
Bread, flour, &c. . . . .	8	4	7
Tea and coffee . . . . .	4	2	4
Sugar . . . . .	2	12	0
Butter . . . . .	3	18	0
Meat . . . . .	13	0	0
Vegetables . . . . .	2	12	0
Beer . . . . .	3	8	3

At the rate of  $\frac{1}{2}$  pint at dinner for wife; 1 pint  
between husband and wife at supper.

Husband's dinner in City, or at 1s. per day 15 12 0

If he can make anything out of this, he is al-  
lowed to keep it for pocket-money!

Income-tax . . . . . 4 15 10

Clothing: husband, 8l.; wife and children, 8l. 16 0 0

In this estimate all clothing must be made by  
wife, excepting the husband's cloth cloth-  
ing; and many of the little things for the  
under-clothing of the children must be made  
out of the mother's left-off ones.

Insurance of 100l. at death for widow (if

healthy) . . . . . 2 6 0

Miscellaneous . . . . . 0 14 0

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£100 0 0

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The washing must be done at home, and a saving made out  
of some of the expenses for such occasions as Christmas-time,  
or recreation in the shape of a visit to the Crystal Palace, &c.

A. B., porter; wife and four children; neither wife nor children earn anything. Wages, 28s. per week.

	<i>s. d.</i>
Rent . . . . .	3 6

Two rooms in the outskirts of London (or by taking a small cottage and letting out a room or two, he may get a kitchen with the other two rooms).

Bread, &c.: eight quarterns at 7 <i>d.</i> ; flour, for a pudding on Sunday, &c., 10 <i>d.</i> . . .	5 6
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Butter and dripping, 11b. of each; dripping, 6 <i>d.</i> per lb.; butter, 1 <i>s.</i> . . . . .	1 6
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Tea and coffee: $\frac{1}{4}$ lb of tea at 3 <i>s.</i> 8 <i>d.</i> ; coffee, 7 oz. at 7 <i>d.</i> . . . . .	1 6
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The children have only milk-and-water, or the water passed through the teapot after the mother and father have finished, and this is called "tea."

Sugar: 1 lb. of moist at 5 $\frac{1}{2}$ <i>d.</i> , $\frac{1}{2}$ lb. of loaf at 7 <i>d.</i>	0 9
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This includes, besides the sugar used for mother and father's tea, that which is used for the Sunday's pudding, &c., when fruits are cheap in summer, &c.

Milk: half-a-pint each day at 1 <i>d.</i> . . . . .	0 7
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Meat . . . . .	4 0
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Say half a shoulder of mutton, 4 $\frac{1}{2}$  lbs. at 7*d.* per lb., for Sunday's dinner, 2*s.* 7 $\frac{1}{2}$ *d.* A bit of bacon, with a few bits from the butcher's board, make up the remainder of the meat consumed each week, — say 1*s.* 4 $\frac{1}{2}$ *d.* These are chiefly used for husband and wife.

Vegetables: potatoes, 15 lbs., at 3 lbs. for 2 $\frac{1}{2}$ <i>d.</i> , 1 <i>s.</i> 0 $\frac{1}{2}$ <i>d.</i> ; greens, onions, carrots, &c., according to the season, 5 $\frac{1}{2}$ <i>d.</i> . . . . .	1 6
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Coals and wood . . . . .	1 3
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On the average, during the year, about ninety-eight bushels of coal at 1*s.*, and 3*d.* for wood.

Carried forward . . . . .	<hr/> £1 0 1
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	£	s.	d.
Brought forward . . . . .	1	0	1
Candles and soap, &c.: candles, 1 lb. at 7d.;			
soap, 1 lb. at 4½d.; varieties, such as			
soda, blue, starch, pepper, mustard . . . . .	0	1	3
Beer . . . . .	0	1	0½

Half-a-pint for the mother and father each week-day, 9d.; half-a-pint extra for father on Saturday night, ¾d.; one quart (a pint extra) on Sundays, when the elder children get a drink perhaps.

Sick-society, to insure 10s. a-week when ill,			
with medicine . . . . .	0	0	7½
Husband's pocket-money . . . . .	0	1	0
Clothing, &c. . . . .	0	3	6½

This includes medicine for the mother and children, and various small payments, — such as thread, tape, &c., that cannot be specified, perhaps a 2d. newspaper.

Schooling . . . . .	0	0	5
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3d. a-week for two children, and 2d. for one. The fourth child is too young to learn.

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£1 8 0

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Quarterly income and expenditure of a clerk, his wife, six children, and one maid-servant. This is the actual expenditure for one-fourth of the year 1856.

*Income.*

	£	s.	d.
Salary . . . . .	32	10	0
Extra work at the office . . . . .	6	10	0
Private property . . . . .	17	0	0
	£56	0	0

*Expenditure.*

	£	s.	d.
Income-tax . . . . .	2	3	4
Superannuation fund . . . . .	1	12	6
Rent and taxes . . . . .	7	10	0
Bread . . . . .	7	14	4
Meat . . . . .	6	10	0
Butter . . . . .	1	8	2
Cheese . . . . .	0	9	9
Vegetables . . . . .	0	19	6
Tea, 13s. ; coffee, 13s. ; sugar, 16s. 3d. . . . .	2	2	3
Soap and soda . . . . .	0	13	0
Candles . . . . .	0	15	2
Pepper . . . . .	0	4	4
Coals and wood . . . . .	1	12	6
Beer . . . . .	1	12	6
Milk . . . . .	0	16	9
Flour, 9½ pecks at 2s. 8d. . . . .	1	6	0
Shoes and wearing-apparel . . . . .	3	9	4
Maid-servant . . . . .	1	6	0
Schooling for four children . . . . .	5	0	0
Life insurance . . . . .	2	4	7
Doctor . . . . .	3	11	6
Allowance to my mother . . . . .	2	10	0
	<hr/>		
	£55	11	6
	<hr/>		

## SIMPLE RECEIPTS.

## 1. TO MAKE FOUR GALLONS OF SOUP TO COST 1s. 9d.

Take a cow's head (cut the lean meat from the cheeks and neck and put it aside), wash the head well, and put it in a pan with four gallons of water and a handful of salt; let it boil till the meat leaves the bones, which take out; cut the meat in pieces, and pour the liquid into a vessel till next day. In the



meantime take a quart of split-peas, steeped in water all night previous; put them in a stew-pot, cover them well with water, and let them soak it all up in the oven or near the fire. Take 12 potatoes, 6 carrots, 6 turnips, a bunch of sweet herbs, and onions; cut the roots in pieces, and tie up the herbs in a bunch; put the liquid into a pan with the soaked peas, roots, and herbs; let it boil till the peas are dissolved; add a little pepper and salt, and the cut meat. If it do not measure 4 gallons, add water before it is quite finished. It will keep several days, if the fat on the top be unbroken, and longer if warmed up in the pan.

	<i>s.</i>	<i>d.</i>
Proportion of cow's head . . . . .	1	0
Peas . . . . .	0	6
Potatoes, carrots, turnips, &c. . . . .	0	3
Cost . . . . .	1	9

The cow's head (in Lancashire) cost 2*s.* 6*d.*, which was reduced to 1*s.* by 4½ lbs. of the lean meat being cut off. In Essex a bullock's head costs from 3*s.* to 3*s.* 6*d.*; but it is much heavier than a cow's head, and would make a larger proportion of soup. In London, cow's head is sold at 3½*d.* per lb.; peas at 5*d.* per quart.

## 2. TO USE THE MEAT CUT OFF THE HEAD.

4½ lbs. costs 1*s.* 6*d.*

Take 2 lbs. of the meat, cut it in large pieces, sprinkle with pepper and salt, and put it in a deep dish with a pint of water; take 4 lbs. of potatoes, pare them, slice a few, that they may lie close to the meat; sprinkle with pepper and salt, and shred an onion; add the rest of the potatoes, and bake 2 hours in a moderate oven.

	<i>d.</i>
Meat . . . . .	8
Potatoes . . . . .	1½
Onions . . . . .	0½
Cost . . . . .	10

When there is not the convenience of an oven, this may be cooked in a pan, with the addition of another pint of water. It must be stirred to prevent its catching to the pan.

3. TO PREPARE THE REMAINING MEAT FOR A PIE, HOT-POT, OR HASH, OR TO ASSIST IN KEEPING IT WITHOUT SALTING.

Take the remaining  $2\frac{1}{2}$  lbs. of beef, cut it in pieces, sprinkle with pepper and salt; put it in a stew-pot in the oven, and cover it well with water; let it stew three hours. It may be used at leisure; but take care when some is taken away to melt what remains, that the fat may form into a solid cake again on the top.

Cost . . . 10d.

Beef stickings, for this purpose, cost in London 5d. per lb. Meat "stickings" consist of pieces trimmed off from prime joints, with inferior pieces stuck on a skewer. They are excellent for pies, soups, stews, &c.

4. SHIN OF BEEF ( $3\frac{1}{2}$ d. per lb.).

Take 4lbs. of shin of beef, cut it in pieces, and break the bones; season with pepper and salt; and put it in a stew-pot with water to cover it two inches above the meat; stew it till it will leave the bones clean, which may be taken out (during the stewing it will require the addition of boiling water several times to replace the waste). Pour off 3 pints of the liquid for soup, and there ought to be 2 quarts of meat and gravy left, which will keep as before directed, and is very useful, being so easily warmed.

Cost . . . 1s. 10d.

5. PEA-SOUP OF THE THREE PINTS OF GRAVY FROM SHIN OF BEEF.

Take a pint of split-peas, 2 carrots, 2 turnips, 3 onions, and a bunch of sweet herbs; cover all well with water in a stew-pot, and let them stew till so soft that the peas become a pulp, and will pass through a colander or coarse sieve; add water till the pulp measures 2 quarts, and add it to the 3 pints of gravy from the shin of beef, from which the fat should be previously removed.

Gravy from the preceding dish.

Peas . . . . .	3 <i>d</i> .
Vegetables . . . . .	1
	<hr/>
Cost . . . . .	4

Peas, in London, cost  $2\frac{1}{2}d$ .

#### 6. SHEEP'S HEAD AND BARLEY-BROTH.

Take a sheep's head, wash it well, cut out the tongue, take the brains, and put them in salt and water for an hour; put the head and tongue in a pan with five quarts of water; add half-a-pound of Scotch barley well washed (to take off the musty taste), 3 carrots, 3 turnips, 3 onions (all cut in small pieces), and a bunch of sweet herbs; let it boil 2 hours; half-an-hour before the time be expired add a good spoonful of oat-meal mixed with a pint of water to thicken it. There ought to be a gallon of good broth. Boil and chop the brains, add to them a little of the broth, dried sage, pepper, and salt, which, with the tongue, will be an addition to the head, and dine 4 persons.

	<i>s.</i>	<i>d.</i>
Sheep's head (in Lancashire) . . . . .	0	9
(In Essex, head and pluck, 1 <i>s</i> .)		
Barley . . . . .	0	3
Vegetables . . . . .	0	1
		<hr/>
Cost . . . . .	1	1

Barley, in London, costs  $7d$ . per quart. A sheep's pluck consists of the head, heart, liver, lights, and milt. The cost of each article separate will be as follows:

	<i>s.</i>	<i>d.</i>
Sheep's head . . . . .	0	$9\frac{1}{2}$
Liver . . . . .	0	7
Heart . . . . .	0	3
Milt and sweetbread . . . . .	0	3
Lights . . . . .	0	$1\frac{1}{2}$
		<hr/>
If bought together, 1 <i>s</i> . $9d$ .	2	0

## 7. MUTTON STEWED WITH VEGETABLES.

Take 2lbs. of loin of mutton, cut off the fat, and dissolve it in the oven to make paste for pies; take the lean mutton, put it in a pan with 3 half-pints of water; add pepper, salt, 3 large carrots, 3 turnips, 3 onions (all cut in pieces), and a bunch of sweet herbs tied together; cover well up and stew for 1 hour and a half; take out the herbs.

	<i>s.</i>	<i>d.</i>
1½ lbs. mutton . . . . .	0	10½
Vegetables and seasoning . . . . .	0	1½
	<hr/>	
Cost . . . . .	1	0

Loin of mutton from 7*d.* to 8*d.* per lb. in London.

## 8. POTATOE PIE.

Take a pint of shin of beef that has been stewed; put it in a dish, with half a gill of water; pare potatoes to weigh 3lbs. when pared, put them in the dish with a good seasoning of pepper and salt, and an onion cut fine; make a paste of 1lb. of flour and 6 ounces chopped suet with cold water. The pie will bake in 1 hour.

Suet . . . . .	2½ <i>d.</i>
Flour . . . . .	2½
Potatoes . . . . .	1½
Onions . . . . .	0½
	<hr/>
Cost . . . . .	7

## 9. SUET-DUMPLING.

1lb. flour, 6 ounces of suet chopped fine, mixed with cold water to a very light paste; put in a floured cloth, tie up, and boil 1 hour and a half.

Suet . . . . .	2½ <i>d.</i>
Flour . . . . .	2½
	<hr/>
Cost . . . . .	5

## 10. FRESH HERRINGS.

Take 6 herrings, clean and wash them; season with pepper and salt; put them in a steam-pot, and pour over them 6 table-spoonfuls of vinegar, fill up with water; cover them, and bake them in the oven till the herring will leave the bone. They will keep several days, and are good eaten cold with bread and potatoes.

Herrings . . . . .	4½d.
Vinegar, &c. . . . .	1
	<hr/>
Cost . . . . .	5½

## 11. SALTED HERRINGS.

Scald and clean 2 red herrings, toast them on a fork, and lay them on a dish of potatoes mashed with warm milk.

Cost . . . . .	2½d.
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## 12. TO BOIL COW'S HEEL.

Costs in Lancashire, 9d.; Essex, 3d.

Put on the cow's heel in 3 quarts of cold water; boil for 6 hours, and keep the pan filled up. The liquid in which it has been boiled will be a *strong stock*, and should measure a quart. (See receipt for jelly for a sick person.) The cow's heel is good eaten with a flavouring of mustard and vinegar.

The stock may also be used with an equal proportion of new milk, boiled together for 10 minutes, and sweetened with brown sugar; add a little cinnamon. The cow's heel must be dressed previous to being boiled.

## 13. TO COOK BACON (6d. per lb.).

Bacon may be boiled with great advantage, and eaten with Windsor beans, fresh gathered, which should be boiled with the bacon, but not for so long a time, and therefore should not be put in the pan at first.

## 14. TO COOK BACON.

It may be sliced and done in the frying-pan; after which boiled or cold potatoes may be warmed in the fat, and, added to the bacon, make a very savoury dish. The potatoes should be washed before they are put in the frying-pan.

Bacon should not be toasted before or on the fire, as the fat is lost, which may be used to advantage. In a Dutch oven it may be preserved.

## 15. TO COOK A SHEEP'S PLUCK.

Take a sheep's pluck, wash it, put it in a deep dish; shred 2 fine onions, and chop with them a handful of sweet herbs; add a grated crust of bread, a handful of chopped suet, and as much milk as will make the ingredients into balls; which put in the dish with a pint of water, dust flour over the whole, and bake one hour and a half.

Bread, suet, and vegetables .	. 2d.
Pluck . . . . .	. 8
	<hr/>
Cost . . . . .	. 10

*Receipts for Porridge, Possets, &c.*

## 16. TO MAKE OATMEAL PORRIDGE (LANCASHIRE WAY).

Fill your pan half full of water, add a handful of salt; let it boil, and then begin to scatter in the meal, stirring it all the time with a wooden spoon, and allow the boiling to continue; and add meal till it be a proper thickness. Eaten with treacle or milk.

## 17. MILK PORRIDGE.

Let the milk boil, and scatter two or three handfuls of meal into it at that time: it needs nothing more. (Milk, 1d. per quart.)

## 18. FLOUR PORRIDGE.

Mix a little flour with a teacupful of milk quite smooth; let a quart of milk get to boiling-heat on the fire, and mix the

cold flour and milk *very gradually* with it, to prevent it being lumpy. Let it boil till sufficiently thick.

#### 19. MILK AND BREAD.

Pour boiling milk over crusts of bread cut in pieces. Sweeten with treacle.

#### 20. MILK AND TREACLE.

A basin of boiling milk, sweetened with treacle. Excellent for a cold at bed-time.

Cost . . . . 1½d.

#### 21. POSSETS.

Beer-posset is made by pouring a half-pint of boiling milk upon a half-pint of cold beer; sweeten with treacle, and add bread cut in small pieces.

Cost . . . . 1d.

#### 22. BUTTERMILK POSSET.

Buttermilk posset is made by pouring a half-pint of boiling milk upon the same quantity of cold buttermilk, sweetened with treacle. But do not eat the curd, which is very indigestible.

Whey, the liquid left after making cheese, is a very nutritious drink, particularly for children. When in large quantities, it will assist materially in feeding pigs.

#### 23. RICE MILK.

Take ½lb. of East India rice, wash it, and put it in a pan with a pint of water; set it on the fire, stir it, and let it boil till the water is wasted, and the rice soft and swelled to its full size. Then pour upon it three half-pints of skimmed milk, and let it simmer, but not boil, as that action renders the milk less nutritious and digestible. Sweeten with four spoonfuls of treacle.

This quantity will dine four children.

East India rice  $2\frac{1}{2}d.$  per lb.

$\frac{1}{4}$ lb. rice	.	.	.	.	.	$0\frac{5}{8}d.$
Milk	.	.	.	.	.	$0\frac{3}{4}$
Treacle	.	.	.	.	.	$0\frac{1}{8}$
						<hr/>
Cost	.	.	.	.	.	$1\frac{1}{2}d.$

South Carolina rice is the finest, but is  $5d.$  per lb.

#### 24. RICE PUDDING.

Wash  $\frac{1}{4}$  lb. East India rice, and put it in a deep dish ; pour over it one quart of skimmed milk, add a spoonful of brown sugar or treacle, and half an ounce of shred suet or dripping. Bake one hour and a half.

$\frac{1}{4}$ lb. rice	.	.	.	.	.	$0\frac{5}{8}d.$
1 quart milk	.	.	.	.	.	1
Treacle and suet	.	.	.	.	.	$0\frac{1}{8}$
						<hr/>
Cost	.	.	.	.	.	$1\frac{3}{4}d.$

#### 25. BARLEY PUDDING.

Wash  $\frac{1}{4}$  lb. of Scotch barley, put it in a pan, with a pint of water ; let it boil till the barley is soft and the water soaked up ; put it in a dish, with a pint of skimmed milk, a table-spoonful of sugar, and the same of chopped suet or dripping. Let it boil an hour and a half.

Barley  $3d.$  per lb.

$\frac{1}{4}$ lb. barley	.	.	.	.	.	$0\frac{3}{4}d.$
Milk	.	.	.	.	.	$0\frac{1}{2}$
Sugar and suet	.	.	.	.	.	$0\frac{1}{4}$
						<hr/>
Cost	.	.	.	.	.	$1\frac{1}{2}d.$

#### 26. TO MAKE BARM AND BREAD.

Pour two quarts of boiling water over one pound of malt ; and *boil* one ounce of hops in a quart of water for ten minutes ;



add them together, and let them stand till new-milk warm, then add a pint of good barm; let it ferment all night; squeeze out the liquor from the malt and hops, and pass it through a sieve. The barm is now ready for use, but must be preserved by putting in half-pint stone bottles, corks tied in, and kept in a cool place. It will be good three weeks.

#### 27. TO MAKE THE BREAD.

Half-a-pint of barm will make 6 lbs. of flour, which should be well warmed first. Put to the barm 2 lbs. of potatoes well boiled and mashed with the water in which they were boiled, and as much more as will make three half-pints; then put it through a colander to make it smooth; mix with the barm, make a hole in the middle of the flour, and pour it in, and work in as much flour as will make it a thick batter. Let it rise near the fire all night; knead it well in the morning into rather a stiff dough; let it rise in the mug for an hour and a half; then put it in the tins; let it rise again, and it will be ready for the oven.

	<i>d.</i>		<i>s.</i>	<i>d.</i>
Hops . . .	1½	Bread . . .	0	0½
Malt . . .	3	½ pint of barm . . .	0	0½
Barm . . .	1½	Potatoes . . .	0	0½
	<hr/>	Flour . . .	1	2½
Cost . . .	6			
		Cost . . .	1	3

#### 28. TO BOIL POTATOES (LANCASHIRE WAY).

Pare the potatoes, and throw them into cold water; put a large handful of salt in a pan of cold water, and put them in; let them boil about 15 or 20 minutes, or till they will break on piercing them with a fork; then pour all the water away, by the help of a plate, trencher, or lid of the pan; then place the pan over the fire, without cover, and let the moisture that remains pass off in steam; shake up the potatoes well during that time, that they may all be well dried, and that none burn

to the bottom of the pan. When ready they will look white and mealy, and should be covered with a coarse cloth if not used immediately.

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*Remarks on Utensils, &c.*

In agricultural districts, where fuel is dear, the labourer's cottage is seldom furnished with an oven, as in Lancashire. The best substitute for this very useful thing is a chafing-dish, &c.: a tin Dutch oven, which will bake or roast anything but bread and paste. All stewing of meat and vegetables may be done in a pan. A little more care is required that they do not boil too fast.

Iron pans are the cleanest and best adapted for regular use; tin pans soon wear out. A frying-pan and tin Dutch oven are almost necessities. Stew-pots should be of brown earthenware. A *tin pie-dish* is a great saving, as it will bear any heat, on the chafing-dish or in the oven, and last a very long time. One 12 inches long and 8 inches broad will cost 2s. 6d. It should be kept very clean.

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QUESTION II.

*How would you teach that the possession or want of self-respect is betokened by dress, and that moral habits are influenced by dress?*

*Answers given by Whitelands Pupils.*

EMMA ELWIG.

The possession of self-respect is betokened by a propriety of dress, because, if we respect ourselves, we shall respect the station in which we are placed; and if we respect the station in which it has pleased God to place us,

we shall do all in our power to act as becomes that station. If, however, we dress in such a manner as to show a desire to be above the place assigned us, we plainly evince a feeling of disrespect to ourselves. That moral habits are influenced by dress is plainly seen; for where a love of show and display is manifested, vanity, false pride, and too much care for the things that perish, are always the accompaniments; and these are a hindrance to our obtaining that "ornament of a meek and quiet spirit," which consisteth not in the outward adorning of the body, but in the sober and steady performance of our work in life with all meekness.

SARAH ANNIE MORGAN.

By the dress of a neat person. If I saw a person neatly dressed, that is, as befitted her station, I should infer that that person had formed a true estimate of her position, and was resolved to maintain it. Whatever be the position of a person in life, there is always something to support; if she is a servant, her dress will evince whether or not she be respectable. Consistency in dress always accompanies self-respect, and the person who values this will dress as becomes her station, but neither above nor below it. For instance, if a servant wear clothes which may be very nice in themselves, but unsuitable to her station, it is quite evident that she does not respect herself; and if people do not have respect for themselves, they must not expect that others will have it for them. The utmost neatness is consistent with all stations; therefore it is the duty of all to cultivate it. If a person be untidy and dirty in her dress, we may be quite sure that she is not trying to be respected; and if she be adorned in dirty finery, which is sometimes the case, we shall feel a repugnance to have anything to do with her; she cannot have respect for herself,

and consequently we cannot entertain it for her. When people dress as becomes their station, they generally try to maintain their positions honourably, that is, to do everything that is required of them. A desire for finery often brings with it a disregard for the duties of our stations; and of course the money that is expended in purchasing it would be much better employed in other ways. It also brings with it a desire to be admired, and a distaste for household duties in many cases. Finery amongst the poorer classes is often accompanied by dirt and an untidy house; and to this cause an untidy, ill-managed family may attribute their state. The morals become lower and more subservient to anything which promises to aid the persons in gratifying the ruling passion, or love of dress.

ANNIE SPROSTON.

*The Influence of Dress upon Moral Habits.*—Children may be shown that this will not only have a bad influence as to the moral character of the wearer, but also to those persons by whom she is surrounded, particularly if they be under her control; the latter case will very forcibly strike the children if the teacher were to say, “Now suppose I was to come into school with unlaced shoes and uncombed hair, I dare say some of you would think that teacher is very untidy;” and they would not be so likely to obey her as if she were neat, and properly attired. That dress affects the moral character of the wearer may be seen in many instances. Persons who dress above their station generally become vain, and often indolent, from being afraid of soiling their clothes; again, those who dress carelessly and untidily lose their self-respect, and thus, as their former companions will not associate with them, they make their friends among others who have fallen into the same

error, or who have lost their character; and thus form a beginning for all kinds of wickedness and vice.

ELIZA WHEELER.

The dress of a person should be according to the station in which she is placed. If I saw a poor person dressed very showily in artificial flowers, silk dresses, &c., I should at once conclude that that person was wanting in self-respect; for it would be evident that, the clothes being so very unsuitable to her station, she wished to appear to others more than she really was. Again, it would show that she was not contented in the station in which Providence had placed her. If, on the contrary, I saw a servant plainly and tidily dressed, I should conclude that she possessed self-respect, that she knew her occupation to be a respectable one; and if she did her duty in it, she would be respected by her employers. We know that very smart and expensive clothing should not be worn by those who have to work hard for their living; *their* money should be spent on necessary and substantial clothing; and then, if any of their wages remain, it should be laid by for a time of need. Expensive clothing is for the wealthy alone, with whom it is a duty to encourage tradespeople, and by so doing, extend manufactures, and thus give employment to the poor. With poor people it is a positive sin to devote either much time or money to dress. St. Paul tells us that our adorning should be that of a meek and quiet spirit, which is in the sight of God of great price: this spirit we cannot obtain by thinking too much of dress. A young girl, when she first possesses a gay bonnet, or some such article of clothing, is sure to think a great deal about it. If she be a servant, she will be wishing to go out, that she may wear it: she will thus be led to neglect her work,

which is a species of dishonesty towards her employers. If it be a young girl, who gains her living by daily labour, it is possible that, after her work is over, she will be tempted to go out in the evening, stay late perhaps, and get into loose, if not positively bad, company; and thus her morals will get tainted, and probably in time thoroughly corrupted.

These things should be impressed upon the minds of children by precept; but this will not be sufficient: *example* is that which will lead them to think rightly upon the subject. A teacher must, therefore, if she wishes her children to be the same, be neat and tidy in her appearance.

CATHERINE STANLEY.

A person's character may be estimated generally by her style of dress. If she is fond of gaudy colours, or of bedecking herself with finery, we naturally suppose that she has a little mind, comparatively speaking, which allows her to waste her money thus. It would be well, therefore, for every teacher to impress upon the minds of her pupils the advantage of modesty of dress and demeanour; she may urge as her reasons, that the one who is neat, quiet, yet genteel in her dress, is much more respected than one who is not; for "it is in good manners, and not in fine clothes, that the truest gentility lies." Again, the apostle teaches us that the best ornament is that of a "meek and quiet spirit."

Another evil also frequently arises from dressing in a gay manner. In order to display her finery, a person is frequently led into all sorts of gaiety; and the love of admiration often tempts her to behave very improperly. She grows careless, loses her self-respect, and the respect of others; but gains in their stead selfishness, self-will,

cold-heartedness, and often, finally, misery; while those in the opposite class are more really admired, though they do not seek for admiration, and are esteemed and trusted to a greater extent.

SARAH ANN SLY.

That dress betokens a want of self-respect, is plainly shown by an untidy, slatternly person. If a person can go about with clothes untidy or dirty, it shows that she does not desire the respect of others, nor does she care about respecting herself; if she felt a proper self-respect, she would always be neat and clean. *Fine clothes* also exhibit a want of self-respect. A person who dresses so as to attract attention by the smartness of her dress, shows, by so doing, that she thinks others will not notice her without her fine clothes; that is, that it is not *she* who is noticed, but *her clothes*. This shows a great want of self-respect; for in this case the respect of others is to be drawn out by the clothes, and not by the character and conduct of the individual. On the other hand, when a person is always neat and clean, and nothing more, we are led to think, "that is one who desires the respect of others, but wishes it to be given to *herself*, not for any outward advantages, but for whatever there is in her character and conduct which others may see worthy of their respect; she is one who desires the respect of the good and wise, and shows by her dress that she respects herself."

A person who is slatternly when at home in her dress, and smart when out, is not likely to be neat in anything. This engenders a habit of deceit; because she will not be seen before the world in the same state in which she is with her family; she wishes to be thought different to what she is, and does all she can in her power to attain her object. This habit of deceit, though apparently so slight,

very often leads to deceit in other things. She who is neat in her person at all times, has an influence acting upon her which leads her to do the same when alone as when she is under the scrutiny of the world; she is generally honest and straightforward in all she does. She would also be clean and neat in everything that she had to do.

S. A. HIGINBOTHAM.

The moral habits are influenced by dress. If we are content with neat, modest apparel, we shall escape many a snare which we might otherwise fall into. Many a girl has been led by vanity and a love of fine clothes to do things which have ultimately led to her ruin. Many wicked men have led girls from the path of rectitude; but they would not have attempted to do so, had they not seen that the girls loved dress, and were willing to make any sacrifice to obtain it, merely to outshine their companions.

A neat, tidily-dressed girl will command the respect of those who see her, though her clothes may not be expensive; while those of a showy character will always be regarded with suspicion.

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### Answers given by Pupil-teachers.

MARY E. BAILEY.

By noticing to the children your disapproval of gay and flaunting apparel; by directing the attention (especially of elder girls) to the miserable and degraded character of those who generally wear it; by drawing from them a feeling of regret, and not of envy, when they see another unsuitably attired; and by confirming your advice to them from Holy Scripture (1 Tim. ii. 8, 9);—where this is pressed on



children's notice, instead of feeling proud of their finery, they will have a sense of shame; and if the teacher is kind and friendly in her manner, her approval will often be sought in the purchase of their dress (when they are old enough to buy it themselves). And they might be encouraged to emulate each other in purchasing articles which combine neatness with economy.

LOUISA DURANT.

The best way to keep themselves respectable, and for others to have a good opinion of them, is to be neat and clean in their dress, and not to let it trouble them what they shall wear; for a person who gives the whole mind up to dress cannot attend to other duties. Also, persons should never wish to be dressed finer than their station in life will allow: they should always keep in mind that text of Scripture which saith, "Let women adorn themselves in modest apparel."

EMMA STRAIGHT.

It is a matter of great importance that children should be taught that neatness, cleanliness, and tidiness are essential to all classes of people; that the character of a person is read by the manner of their dress. This may be done—

1. By the example of the teacher.
2. By pointing out any untidiness, or paltry finery, in the children, and commending those who are clean and neat.
3. By giving them lessons upon the way in which they should lay out their money when in service, or any other employment.

SARAH J. TAYLOR.

A person's character is displayed by her dress; for instance, when a person is seen untidy in her dress,

you would naturally think that she was extremely careless.

To see a person dressed beyond her station, it is also very wrong. It shows that they wish to appear in the eyes of the world what they really are not; showing by this that they possess a dissatisfied mind, and are not contented with being placed in that state of life in which it has pleased God to call them.

If, therefore, we wish to be thought well of by others, and respect ourselves, let us be careful of dress. If all well considered how much the opinion of them by others depended upon dress, how careful would all be, in case an ill-opinion might be formed of them! Children should be taught that strong and useful clothing is better for them than finery.

EMMA WOOD.

Persons who dress beyond their station, or unsuitably to it, display their want of self-respect, by showing that they forget their station. A due and proper attention should be paid to dress, and it is a duty to do so at all times in a neat manner. But show is not the thing to be considered (as some by their practice seem to think); utility and durability should be noted in the material for our clothing, and neatness in the making of it.

By neatness and nicety of dress persons will show that they know what is due to their station; but do not forget that there are limits to it.

Moral habits are much influenced by dress; for persons, especially young persons, when fond of dress, are vain; they wish to attract notice, and feel envious if any of their acquaintances are a little finer than they are, or receive more attention from others; and this may, and frequently does, amount to a degree of selfishness which

makes persons so actuated unhappy in themselves and unpleasant to others.

On the other hand, a person who is habitually neat, or makes it a habit to be so, is content to see others supersede in that respect. And a habit of prudence and economy may also be inculcated by this neatness; for the money otherwise spent on some article of apparel might be appropriated to a better and more useful purpose.

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### QUESTION III.

*From what passages of Holy Scripture could you take the opportunity of teaching the exceeding sinfulness of cruelty to animals?*

*Answers given by Whiteland's Pupils.*

MARY BOTTOMLEY.

The passages in the Holy Scriptures from which cruelty to animals may be shown to be exceedingly sinful are very numerous. Some such as the following may be brought forward. When God sanctified the Sabbath-day, He not only mentioned it as intended to be a rest for man, but He adds, "that thy ox and thy ass may rest as well as thou;" showing that His eyes are over all, even the most inferior of His creatures. Again, he says expressly, when giving laws to the Jews: "Thou shalt not muzzle the mouth of the ox that treadeth out the corn." Solomon says: "A righteous man considereth the life of his beast; but the tender mercies of the wicked are cruel." Again, our Saviour says, that two sparrows are sold for a farthing, and yet not one of them falls to the ground without the

knowledge of our Father. The power which God gave to Balaam's ass, when struck by its master, might also be brought forward, together with many others. If, therefore, we find that God is so watchful over the inferior animals, it is our duty to watch over ourselves, and particularly over children who may be committed to our care, and to teach in every possible way how very sinful cruelty to animals is. Young children particularly seem to have a tendency to be cruel; and hence the reason for great watchfulness on the part of nurses and governesses.

HANNAH MOTTRAM.

From the fact that God made all these things, we might teach children that God made them for us to use, and not to treat them unkindly; for example, we might show them how wicked it was of Balaam to treat his ass so very unkindly. The children might say, we kill animals, and eat their flesh. But we should tell them that God gave us those animals for food, just as He did vegetables, and therefore it is not wrong to eat their flesh; but it is very wrong and very sinful to treat them unkindly. I think the text, "Do to all men as you would they should do to you," should be taught children, because it does not only refer to man but to animals. If a child has a favourite cat or dog; &c., the nurse should never allow the child to treat it unkindly.

SARAH ANNE GRINDLEY.

The sinfulness of cruelty to animals might be taught from Holy Scripture; first, by pointing out the care manifested by Almighty God for the smallest of His creatures, as in the last verse of the Prophet Jonah, where to the great number the *cattle* are added as a cause of His wishing not to destroy Nineveh. In various parts, also, of the discourses of our Lord, as, "Are not two sparrows sold for

a farthing?" Secondly, by examples of those who were or were not kind to the animals under their care. Of the former, we might take Jacob, David, &c.; and of the latter, Balaam.

SARAH HOLLIDGE.

From the care which God takes of animals: "Not one sparrow falls to the ground without my Father knoweth it." "Thou shalt not muzzle the ox when he treadeth out the corn;" that is, allow him to eat of the corn if he will.

E. T. PURCHASE.

In giving a lesson to children "on the exceeding sinfulness of cruelty to animals," I should point out to them the care God and His servants took of dumb animals, which we read about in several parts of the Bible. For example, we are told in the New Testament, that when Jesus was cleansing the Temple, he *drove* out the money-changers; but said gently to them that stood by, *Take* these things (the doves) hence, thus showing us that we are never to hurt dumb animals. Solomon says: "A just man is merciful to his beast;" thus showing us that it is not only unkind but dishonest to hurt dumb animals. When Balaam was hurting his ass, God turned it into an instrument of rebuke to him. I think the better way to teach children the very great sin of being cruel to animals is to show them the *right* way to treat them, telling them that they are the objects of God's especial care, otherwise they would never have been so often mentioned in God's book. And I think, when once their affections are drawn out, they may soon be led to see how very wrong it is to do otherwise.

EMMA TAYLOR.

David, when speaking by the inspiration of God, says, in the Psalms: "All the beasts of the forest are mine, and

so are the cattle upon a thousand hills." If God, who is great and infinite, thinks of the creatures He has made, and causes food convenient for them to be produced, how angry would He be with us, if we, from neglect or cruelty, were to cause any of those creatures to suffer pain over whom He watches with such care!

HANNAH E. WALTON.

There are numerous passages in Holy Scripture from which we might teach the sinfulness of cruelty to animals; the following are the principal: Exod. xx., in the 4th Commandment, where God commands that we are not to work them on the Sabbath-day; but they, as well as mankind, are to rest on that day; the history of Balaam and his ass; the fact that not even a sparrow falleth to the ground without the knowledge of God; the fact that God provides for all their wants, which is proved from the discourse of our Lord, in which He declares the watchful care of God over *all* His creatures.

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### Answers given by Pupil-teachers.

MARY E. BAILEY.

From the commands in the Mosaic law to feed cattle regularly even on the Sabbath (Deuteronomy), and forbidding the husbandman to muzzle the ox while treading out the corn. The angel's reproof to Balaam for smiting his ass might also be adduced (Numbers, xv. or xvi.); and an inference might be drawn from our Saviour's notice of the way in which the Jews treated their animals, when He spoke of their care of their dumb animals on the Sabbath-day, while they refused to relieve the wants of their fellow-

creatures, as in the case of the man with the withered hand.

ANNE COTTON.

“ A righteous man regardeth the life of his beast ; but the tender mercies of the wicked are cruel.” (Proverbs, xv.)

“ And the angel said unto him, Wherefore hast thou smitten thine ass these three times ? ” (Numbers, xxiii.)

“ The ox knoweth his owner, and the ass his master’s crib.” (Isaiah, i.)

SARAH OSBORNE.

When God gave Moses the Commandments, and other laws respecting the people, they were forbidden to muzzle the ox when it was at work in the fields, but it was to be allowed to take a mouthful as it went along.

Balaam in his anger smote the ass on which he was riding ; and God opened its mouth, and it reproved him for the act. How very displeasing must such conduct have been in His sight !

Solomon says, “ A merciful man is merciful to his beast.”

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#### QUESTION IV.

*Mention various kinds of diet suitable for sick people ; and give a few receipts for light puddings, broth, and drinks for invalids.*

##### TO MAKE MUTTON BROTH.

Take 1 lb. of scrag of mutton, put it into a saucepan with 2 pints of water, and a little salt ; let it simmer gently for 2 hours ; strain it through a sieve, and when cold, carefully remove every particle of fat. It may be thickened with a little arrowroot or ground-rice, as may be required.

## TO MAKE BEEF-TEA.

Take 1 lb. of lean beef, cut it into small pieces; put them into a saucepan with 2 pints of cold water, and allow it to simmer for 4 hours; pour the liquor off gently. Should any particles of fat remain when cold, carefully remove them.

## APPLE-WATER.

Slice 2 large apples, put them into a jar, and pour over them 1 pint of boiling water. Cover close for an hour; pour off the fluid and sweeten, if necessary.

## LEMONADE.

Cut into slices a moderately-sized lemon; put them into a jug with a little of the peel and some sugar; then pour over them 1 pint of boiling water; let it stand for two hours covered close; strain, and it will then be fit for use.

## BARLEY-WATER.

Boil an ounce of pearl-barley in half a pint of water for 15 minutes, to cleanse it; throw *this* water away; then add a quart of boiling water, with a little lemon-peel. Let it boil for an hour and a half. Strain and sweeten to the taste. Should it be too thick to drink pleasantly, a little more water may be added.

## TO MAKE OATMEAL GRUEL.

Rub smooth a large spoonful of oatmeal with 2 of cold water; pour over this 1 pint of boiling water in which has been mixed 3 table-spoonfuls of milk; boil well for 10 minutes. The milk may be omitted if desirable, and it can be sweetened or not, according to the taste.

Robinson's prepared oatmeal is very good for making this.

## TO MAKE ARROWROOT.

Put 1 tea-spoonful of arrowroot into a basin; rub it smooth with 2 spoonfuls of cold water; pour over this half a pint of



boiling water or milk in such proportion as may be allowed, stirring well the whole time. It is generally better to boil it for 2 or 3 minutes. Sweeten to taste.

#### GROUND-RICE MILK.

Take a table-spoonful of ground-rice, a pint of milk, and a little lemon-peel. Rub the rice smooth with a little cold water; mix it with the milk, and boil for half an hour, carefully stirring.

This is adopted for a convalescent.

#### BREAD-PUDDING.

Grate a quarter of a pound of stale bread, pour over it half a pint of boiling milk, and let it remain covered for an hour; then have ready a well-beaten egg, which add to the mixture. Put the whole into a basin just large enough to hold it, and let it boil for half an hour.

#### SIMPLE RICE-PUDDING.

Wash 2 table-spoonfuls of rice, and simmer them in three quarters of a pint of milk until the rice is soft; then add 1 egg beaten up with a little sugar. Bake for half an hour in a slow oven.

∴ Rice boiled well with stewed apples is a good dish for Convalescents.

#### A SIMPLE CUSTARD PUDDING.

Take half a pint of milk, 1 egg well beaten; mix them together, and sweeten to taste. Bake in a small basin for 20 minutes.

#### SIMPLE JELLY.

Nelson's Gelatine is an excellent preparation for making this.

Take  $1\frac{1}{2}$  oz. of Nelson's Gelatine, put it into a saucepan, and pour over it half a pint of boiling water; stir it well, and set it over the fire to dissolve thoroughly; then add  $1\frac{1}{2}$  pint more water,  $\frac{1}{2}$  lb. sugar, the grated rind of 1 lemon, the juice

of 2, the whites of 2 eggs well beaten (with their shells); let the mixture boil for 10 minutes, and strain.

In cases of great debility it is very nourishing to give a tea-spoonful of jelly (formed by dissolving half an ounce of isinglass in half a pint of water) in the tea, wine-and-water, or such other liquids as the sick person may be allowed to take.

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#### QUESTION V.

*What are the general symptoms of mild fever? and what simple means would you use to remove them?*

The symptoms of mild fever are generally thirst, a white tongue, and a quickened pulse; the skin dry, with alternate hot and cold shiverings; the face rather flushed, and the eyes heavy. Sometimes the head aches, and the sufferer becomes very nervous. The most simple means which should be taken for relief in such cases are the following: The patient should be put to bed and protected from cold, especially draughts; at the same time the air of the room should not be allowed to get close, and too many clothes should not be placed on the bed. Cooling drinks may be given in moderate quantities, and some cooling medicine. A powder of rhubarb and magnesia at night would be a proper medicine to give a child; and a calomel pill at night to a grown-up person, with a dose of medicine in the morning: salts would be very suitable if it were not cold weather. The diet should be very light; and, above all, the patient should be kept very quiet. If the fever does not then abate, stronger measures should be quickly adopted, and a medical man sent for.

If the person is suffering from a cold which is accom-

panied with fever, the best treatment to adopt is that taken to cure a cold ; but mild fever is a different complaint, it lasts longer, and requires more time to recover from its effects, and more care during its progress, than a common feverish cold.

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#### QUESTION VI.

*Convulsions frequently occur to young children. State some of the common causes which produce them ; and say what advice you would give as to the treatment of a child in a convulsive fit. Or, if a child were suddenly attacked with bleeding of the nose, what would you recommend should be done to check the flow of blood ?*

One of the most common causes of convulsions in young children is teething. Various other causes produce convulsions, — severe pain in the stomach, weakness, making a child laugh immoderately ; and should a child have been frightened during the day, it will often at night have convulsive fits. This last-named cause of attack, which frequently causes death, should be carefully impressed on nurses ; and especially young nursemaids should be cautioned against the terrible effects which may be the result of their carelessness or temper upon the children, for whose charge and safety they are responsible, both morally as well as to their employers, who pay them for their services.

Mothers should be very particular in ascertaining whether a child has been frightened in the day ; and whenever this is known to have occurred, everything should be done to soothe the child as its bed-time approaches. When a child is seized with convulsions, it should be put imme-

diately into a warm bath; if at all faint, it should not be allowed to remain in it; its limbs should be rubbed, and it should be carefully wrapped up to prevent a chill; on its being taken out of the bath, a little dill-water may be given—it is a very good medicine for very young children. The child should be moved about so as to prevent torpor; and it should be handled and treated with great tenderness.

If a child's nose bleeds, bathe the nose with cold water; let it hold its head rather back. It is a good plan to put a key, or bunch of keys, down the back; this sometimes checks the flow of blood; and holding up both the hands and arms has the same effect, and is a safe remedy. This will also sometimes stop violent fits of sneezing. If these remedies fail to check the bleeding, give the child a little cooling medicine, and send for the doctor.

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#### QUESTION VII.

*When a warm bath is required, what ought to be generally the temperature of the bath?*

**Answer given by Whitelands Pupil.**

LOUISA HARVEY.

When a warm bath is required, many people judge whether it be of the proper temperature by a person putting her elbow into the warm water, that part of the body being very tender; and if she can bear it in, the water is generally allowed to be of the proper temperature.

N.B. The proper temperature for a warm bath is from 96 to 98 degrees.

## QUESTION VIII.

*What advice would you give to young girls as to the care of medicines in a sick-room?*

When young girls have the charge of a sick-room, they should be very careful with respect to the medicines they are required to give the patient.

1. They should read carefully the directions on each bottle.

2. The exact quantity should be given at the exact hour stated.

3. As the bottles might contain medicines which resemble each other in colour, and yet their effects be widely different, the labels should not be removed. If they should come off, another should be put on immediately, to prevent mistakes: carelessness on these points might cause great misery, and perhaps even death; as also might the giving of medicines at wrong times.

4. Lotions and outward applications should be kept separate from medicines to be taken internally. The medicines to be given at night should be kept separate from the medicines to be given by day. Bottles not in constant use had better be put aside in a cupboard, or on a shelf; those used constantly might be put on a tray, which would give the room an air of neatness.

5. Medicines should be given in very clean vessels; the glass and spoon used in giving them should be washed every time, for it is very sickening when people are ill. It is well to keep a nice clean cloth over the medicines if placed near the patient's bed, and a towel put over it when the medicine is given, that it may not soil the bed.

6. Medicines should be kept in some place easily reached, without causing noise or confusion; and they

should be carefully put out of the reach of young children. Girls in attendance on sick-rooms should be cautioned on this head.

7. If the writing on the bottles is not understood, the doctor, or some experienced person, should be asked to explain it; and before the medicine is given, the directions should always be read over.

8. The temperature of a room where there is sickness should be kept moderately warm, about 60 degrees by the thermometer, and as well aired as possible, without running a risk of the patient's catching cold.

9. All persons in attendance on the sick should be very careful to be cleanly in their own persons, not only for the comfort of the patient, but for the sake of their own health and safety.

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#### MISTAKES ABOUT MILD FEVER: ITS SYMPTOMS AND REMEDIES.

Mild fever is not either measles or scarlet fever. Measles, although accompanied with fever, is quite a different complaint; and scarlet fever is one of the most virulent of fevers. In these two complaints a rash or eruption appears on the skin. There is no such rash, pimple, or redness, in mild fever. As a warm bath would be injurious in the beginning of an attack of scarlet fever, a person should not be put into a bath on first being attacked with fever; but if a rash, having appeared, had prematurely receded, or partially disappeared, then immersing the feet and the lower half of the body in hot water will frequently tend to the restoration of the rash, and be a judicious proceeding. In mild fever the pulse, although quick, is not irregular; the breathing, though hurried, is not necessarily difficult, nor the head particularly hot.

Bleeding should not be resorted to, and composing draughts are dangerous. Camphor-water, though harmless, cannot be relied on as a remedy for abating fever.

**MISTAKES ABOUT CONVULSIONS AND THEIR TREATMENT.**

Emetics, leeches, and blisters, should be avoided, unless ordered by a medical man.

It is very improper to shake a child in convulsions ; nor should any hard substance be put into its little mouth, lest it should choke itself.

40 or 50 degrees of Fahrenheit would be a cold bath ; 105 would scald a child. 98 is the heat of the blood ; therefore 96 and 98 are proper temperatures ; everything below that would be tepid, or cold ; anything above that ought not to be given without special advice.

**BLEEDINGS OF THE NOSE.**

In bleedings of the nose a person should not be placed on the floor, or in an upright position, which would tend to throw the blood to the head. The nose should not be bathed with warm water, but with cold : the former promotes the flow of blood, the latter checks it. A bit of paper round the tongue, or cotton tied round the finger, would be ineffective.

**MISTAKES IN COOKERY FOR THE SICK.**

Animal food, chickens, or much fish, should not be given in fevers.

Wine should not be given unless specially ordered. Wine should not be put into cooling drinks. Drinks should not be too sweet. Suet, buttered bread, and dough, should not be used for light puddings. Melted-butter and wine-sauce and crumbs are better avoided, when the diet is required to be very simple and plain. Cold puddings are indigestible.

Spice, if used, should be given sparingly.

Beef-tea is a nourishing and not a cooling drink. Fat should not be put into puddings. Fat should be carefully skimmed off all broth and beef-tea before given ; and if vegetables are boiled in the broth, they should be removed before it is served up.

ESSAY.

*What do you understand by "the teaching of Common Things?" and what do you consider would be the good likely to result from this instruction?*

**Essays written by Whitelands Pupils.**

SUSAN WILMOT.

By the teaching of "common things," I understand giving instruction in those things that we are likely to meet with in every-day life, of our conduct in the station to which we are appointed, our behaviour towards those with whom we are likely to associate, and towards those animals over which man is appointed to rule. The term "common things" has reference to the duties of our several offices, and of the best method of performing those duties, how we can economise time, and make the best use of those temporal blessings which we enjoy.

To a girl about to enter service, "the common things" she would have to attend to would be, how to serve her employers well; how she might fulfil her duties in that state of life unto which it has pleased God to call her. She ought to know the best way to manage children, to clean a floor, and to use her needle. There are also several things which a housewife ought to know, and which would be included under "common things," because they would be of every-day occurrence. She ought to be acquainted with the best way to spend money, to promote her husband's happiness, to manage her children, and to instil into them right principles.

Much good may result from this kind of instruction; children in school will receive much benefit from it. If they



are taught to be neat and tidy in their habits, they will not like to see anything out of place, as bonnets, for instance. The hair, too, will be very neat and tidy, their faces and hands well washed, and their dresses whole and free from rents. These children, when they go home at night, will most probably be a great help to their parents, and will put into practice the rule they have been taught in school: "A place for everything, and everything in its place." Children who are taught to be neat and orderly in their habits may do very much by their example; they may, perhaps, have brothers and sisters younger than themselves, and may influence them in a great measure.

As these girls grow up, the instruction which they receive in their youth may be seen by their orderly habits, their becoming dress, their respectful manner, and, it may be hoped, in their moral conduct generally; for if they are taught these in the right manner, and as a matter of principle and duty to God, we may trust that they will be impressed with religious principles. In fact, disorderly habits are inconsistent with the true Christian.

As we follow these girls through life, till they become wives and mothers, we may still see the result of a knowledge of "common things." A woman who has been well trained in these matters will be far more comfortable than one who is ignorant of them. Her home will be a pattern to her neighbours and a credit to herself. She will not only be able to make her family comfortable, but will have something to lay by for a "rainy day;" so that when a time of trial and sickness comes, she and her children will not be dependent upon others. The health and happiness of a family also depend in a measure upon the wife's skilful management; for where dirty habits prevail, there is most likely to be disease and sickness; and no person can be really happy without order.

Another thing resulting from instruction in these matters is, the glory of God is promoted. Whatever we do, we should always have that object in view. St. Paul says: "Whether ye eat or drink, or whatsoever ye do, do all to the glory of God." And if we go on perseveringly and steadily endeavouring to infuse into the minds of children in our schools useful instruction, we may rest assured that, although these benefits may not all arise, and may be a long time before they appear, yet in time these children will become useful members of society, and their light shining before men, may be a blessing to their fellow-creatures.

## ROSE MASKELL.

By "common things," I understand the teaching of all those things (concerning which every person should be well acquainted) which we are accustomed to meet with in our every-day life. We become so used to the things that surround us, and to the performance of our daily tasks, doing them as it were mechanically and without thought, that when the question—"What are common things?" presents itself, we are puzzled to give an answer. To many persons, common things seem so common, as not to be worthy of notice; but it is quite evident, that if we wish to train children to be useful members of society, the teaching of general, or common things, must not be omitted. For example, a girl may see her mother sweep, dust, light a fire, wash, iron, make a bed, mend clothes, &c. day after day, and week after week, and yet not be wiser than a girl who never saw one of those things done in her life. Nothing is too trifling or unimportant to be worthy of notice; and to become thoroughly acquainted with all that can be denominated common things, we must have both our eyes and our ears open to all that is taking place around us. A great deal of acute observation is necessary. We

should therefore strive to instil into the mind the great use of searching to know how everything is done, never allowing the thoughts or imagination to be dormant.

Girls should be early taught and instructed in all domestic affairs ; how to sweep, dust, clean, mend, cut out, cook, wash, iron ; how to act in cases of fire or illness ; in the event of a person being nearly drowned, what means first to try ; and above all, they should be taught never to allow their presence of mind to forsake them, but to be calm and self-possessed under all circumstances, never shrinking from beholding pain, when they can by their presence aid the sufferer, or alleviate the pains. One of the common duties of a female is, to study the comforts of the male part of the family. This may be done by paying strict attention to all the minor and trifling affairs of the house. A neglect of trifles often leads to very great troubles. Where there is a want of care in minor matters, there will also generally be a carelessness in more important duties.

Boys as well as girls ought to be instructed in common things. They are apt to devote too much of their time to play, and think that it will be time enough for them to notice and learn how things are done when they grow older. But while a boy is still very young, he may be taught to pull up weeds, to pick stones from the garden, and various other little things ; which will teach him to be useful, and besides that, lead him to see that the most trivial things are not unworthy of his time and attention.

The results likely to be produced from making children thoroughly acquainted with common things, would be very beneficial. It would lead them to be useful members of society, give them a thorough knowledge of their respective duties, and, if taught rightly, they would be led to reflect upon the sin of neglecting such duties ; and therefore they would be most likely led to perform them with more zeal

and earnestness. If it was only impressed upon the mind the good which would probably arise from due attention to minor affairs, and that even in the Bible it is commanded, "Let all things be done decently and in order," thus proving that it is not merely *important* things that call for our attention, but *all things*, many, I think, would be more zealous in their duty.

## LOUISA TOOVEY.

Teaching "common things" includes a great variety of subjects, as—

1. The domestic arrangements of a house, comprising cooking, cleaning, washing, keeping the house in good order, &c. &c.; the duties of domestic servants, as house-maids, kitchen-maids, cooks, maids-of-all-work, nursery-maids, &c.
2. A general knowledge of all those things which come under our daily notice, as food, furniture, clothing, &c.
3. A regard for health, comprising simple preventives and cures, as well as the management of a sick-room, and how to provide delicate dishes and beverages for the sick.
4. Propriety of dress and manners, suited to the station in life which we occupy.
5. Proper use of time.
6. Proper care of all the things which we have to use.
7. Kindness and courtesy to our fellow-creatures.
8. Kindness to animals.

These are the principal things requiring attention in a school; but many things may occur which will require correction or praise, and through which the teacher can give practical lessons for daily life.

In teaching "common things," the great point is to make all the lessons strictly practical; if otherwise, the children will regard them as dull and uninteresting; but

if made to bear upon the events which occur in a child's daily life, the children will feel the lessons to be very interesting, because they will give matter for thought when at home; for home-affairs will remind them of school-precepts.

"Common things" can be taught when giving geographical and historical lessons, by introducing the animal and vegetable productions of a country, particularly those in common use; showing their use and value, dwelling slightly upon the manufacture and labour required to fit some things for use; and in history, contrasts may be drawn between manners and customs, drawing from the children the advantages of the different usages of society. Again, lessons should be occasionally given on familiar animals and objects—such objects as a fireplace, a table, a chair, a potato, or other common vegetable, or indeed any article of domestic use, showing the parts, or materials, or manufactures, and the use. There are, however, many subjects which cannot conveniently be introduced in other lessons; it would, therefore, be as well for the mistress to set apart the time for perhaps one lesson in a fortnight on "common things," prepared more especially for the instruction of the elder girls in the school. If this is the only time set apart for these lessons, the mistress will be obliged to introduce "common things" in the other lessons. When giving these particular lessons, the mistress can enter upon the arrangements of a house, and the duties of those engaged in household work; cooking, with the most useful and economical methods of preparing food; and clothing, noticing the folly as well as sin of dressing extravagantly, or of thinking too much about it. She can dwell upon the duty of every one's trying to avoid unnecessary exposure to cold, and of making an effort to preserve health; notice can be taken of propriety of manners, how we should always be courteous and gentle to all, showing the rudeness

of loud talking or laughing, &c. &c. Proper use of time should be frequently dwelt upon, teaching regularity and punctuality in the most trivial things; and the teacher should also teach this lesson by example. Care of all the things which we use may be taught, not only orally, but by teaching the children to take care of the things in the school, as books, maps, chalk, &c.; and lessons of order and neatness may be taught in the same way, by always insisting on everything being kept in the proper place, and all arranged in a manner agreeable to the eye. Kindness to animals should be introduced in every lesson in natural history, as well as be made the subject of separate lessons; showing how God has made everything, even the most minute insect, to be of some use, and how careful we should be never to injure His works, knowing that we cannot restore the life we take away. Of course, in these lessons, the teacher must have some object in view for the benefit of the children, and if carefully and earnestly taught, they will be attended with a great deal of good; the girls will be taught to think about things which, perhaps, they would otherwise have considered beneath their notice; and thus thinking, and being thus taught, they will know how to make the best use of those advantages which surround them. If they take situations as servants, they will know how to behave, how to perform their duties, and how to spend their wages in a profitable manner. If they live at home, they will have it in their power to add to the comfort of all around them, by being able to manage in the absence of the mother, by being of use in sickness, and by being generally useful and kind to all; and if they marry, they will think well before they unite themselves for life, considering whether he to whom they are about to be married is likely to make them permanently happy; and when married, they will know how to lay out the money to the best

advantage, and how to make the home so happy, that the husband will not be tempted to seek his pleasure at a public-house. Of course there will be many instances where the lessons on "common things" will not produce these good effects; but if we set about the work with earnestness and prayer, we may humbly but confidently hope that some good will come, even if we do not know of it. In all the lessons, we must ever strive to teach that God has placed us in the station which we fill, and has surrounded us with everything we enjoy, and that it is, therefore, our duty to make the best use of everything, striving to live a life of industry and usefulness, impressing upon the children the text: "Whatsoever thy hand findeth to do, do it with thy might;" and we should teach them, that however trivial our duties and trials may be, they are never beneath God's notice, if we only pray to Him for help and guidance in all our affairs.

S. A. HIGINBOTHAM.

By the teaching of "common things," I understand—  
1. Teaching children to comprehend the common occurrences of their daily lives. 2. Showing how many of the things with which they are familiar are in reality dependent on science; that is, illustrate many scientific truths. 3. Showing them how to improve the opportunities placed in their way, and to try to raise their social condition.

I think that children ought to be led to see the difference between *educated* and *uneducated* persons. Instead of having their understandings satiated by being told everything at once, they should be trained to see and think for themselves.

Many things might be taught: thus, a child sees its mother light a fire by putting a piece of paper at the bottom of the grate. It very naturally inquires why it is done.

Its mother cannot properly explain it, but the teacher can. If we show the children a piece of paper lighted, they will find out that flame rushes in the direction of the draught. It may be shown, that if we hold it quite straight up or on its side, it will burn very slowly, while if anything thick be placed on it, it will go out; so from this it could be explained to the children, that if a child's frock took fire, the best thing to be done would be to lie down on the floor, and roll over and over until the fire went out. In this lesson we might introduce several practical hints relative to fire. We might show them that even light muslin-dresses may be prevented from blazing, when set on fire, by merely rinsing them in water in which alum has been dissolved. Again, by placing an extinguisher on the candle it goes out as soon as it has consumed the air inside the extinguisher. So it might be taught that human beings resemble the candle, inasmuch as they cannot exist without pure air; it is necessary, therefore, to have good ventilation. *Little* children even can open a door or a window when it feels too close and warm. A lesson on the power of the lever might be given by illustrating the pump, the handle of which can be readily raised up and down by a child; whereas, if the handle were broken, it would require all the strength of a very strong man to lift the sucker. The same thing might be taught by a spade raising a heavy piece of clay.

A lesson might be given on carbonic acid gas, by first merely telling the children to observe the holes in their bread, which are made by the gas attempting to escape; it therefore renders the bread light. I think it quite necessary to teach a class of girls, say of thirteen and fourteen years of age, the proper management of infants; how they should be carried, the food they would require, the proper remedies in cases of emergency, when no doctor could



be at once obtained. Lessons like these, if made interesting, would remain imprinted on their memories, and they would not be likely to forget them. Again, I think lessons on presence of mind might be given advantageously. If a child fell down and cut itself, the question might be asked, "Would it be right to leave it, and run away?" Of course not; the proper remedies should be applied to stop the bleeding; and if every one ran away how could this be done?

I should consider as "common things," articles of daily consumption,—bread, soap, tea, sugar, butter, &c. Lessons should be given on these subjects; and it might be told in connexion with bread, how much more wholesome bread was in which some of the bran was allowed to remain than pure wheaten bread. The children might also be told, that if mixed with water in which bran has been boiled, flour will yield one-fifth more bread than if made in the ordinary way. They might be taught to see how much more economical it is to buy soap in large quantities, and to allow it to dry; one piece in five being saved, besides its being so much more pleasant to wash with than when it is so soft that the fingers go into it.

I think these lessons should be given every week, being of even greater value than other subjects usually taught in National schools, as they fit girls to become more economical and practical; thus rendering them better wives and mothers for the working-men of the next generation, as well as better servants in the families of those in superior circumstances before they marry. I think the subjects should comprise everything necessary for cases of emergency, in sickness and in health; as well as simple receipts for cooking, and directions for the cutting-out of clothes. I think also that the elder girls should occasionally have lessons on the "Choice of Companions," both male and

female, as many a girl has been led away by the example of some giddy, foolish associate; and many a creditable, steady girl has, by marrying some idle, worthless man, become like him in every respect, even in that most degrading vice, a love of spirituous liquors. I think such lessons as these would tend to give the rising generation a more practical and useful character.

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### Essays written by Pupil-teachers.

MARY E. BAILEY.

Instruction in "common things" means, I think, teaching children how they may best discharge the daily duties of their every-day life, improve their station, and make home *happy*, as far as worldly happiness goes, and prepare by seeking to please God for happiness in the world to come. Teaching common things is a very important branch of a schoolmistress's work; and in doing this duty she affects the happiness and comfort of scores of future homes, and she should therefore exercise her labours in this direction in the especial fear of God. I have been asked by many young people what is meant by common things. I think the answer I have given them is correct, so I write it again here. A knowledge of common things means (to us) a knowledge of every kind of domestic work, such as cooking, needlework, washing, ironing, cleaning, &c.; an acquaintance with economy in all expenditure, whether for dress, food, lodging, or anything else; a full understanding of the management of a sick-room, and of the best general remedies and treatment of accidents and common disorders; and the ability to lay out any income

to the best advantage. Add to these a deep sense of the religious and moral duties of daughters, sisters, wives, and mothers; and no female who possesses this knowledge can be said to be ignorant of common things. I do not mean, by saying so much for this kind of learning, to exclude the general teaching of schools from notice; but common things should form an addition to the education female children generally receive. The good likely to result from this instruction is difficult to estimate. The difference between the homes of a good housewife and a slattern is great. If there were a more general acquaintance with the duties of domestic life, many a home might be peaceful and comfortable that is now wretched with drunkenness and quarrelling. I allude especially to mechanics, and those who are employed in factories; for in that class we find, I am sorry to say, too often the greatest misery at home. If females are instructed in common things, it may draw fathers, husbands, and brothers more to their own families, and assist in raising the character of Englishmen from the too general title of drunkards.

The above is one part of the good likely to result from such general knowledge. I will now speak of the benefit which will follow on a right understanding of the proper treatment of accidents and common disorders. If presence of mind were considered an accomplishment which all ought to possess, and if all were taught common things, much of the misery which results from the wrong treatment of a severe scald, broken leg, &c., might frequently be avoided; children, whose lives would otherwise prove a burden to themselves, might by the judicious and careful nursing of their mothers be saved, and grow strong and healthy; while cholera and other fearful epidemics would be restrained by a knowledge of the importance and of the methods of insuring ventilation, cleanliness, and of preparing

wholesome food. Again, how poverty might be avoided, if economy in expenditure and a constant habit of living *below* their actual incomes were practised! If it pleased God to preserve us from need, would it not prove a source of heavenly treasure, if we laid out some part of it to His honour, without whom we can do nothing? (John, xv. 5.) Surely these, and many other considerations, ought to make every one anxious to see a *general* knowledge of "common things," that our station and its duties may be in each and in every one rightly fulfilled.

SARAH. J. TAYLOR.

By the teaching of "common things" is meant the mode of cooking, cleaning, &c.; and not only does it give us the right way, but also the most economical method. Things may be made and done well, yet with economy. This branch of learning is of vast importance to females, in whatever station they may be placed. Not in the servant alone is economy necessary, but also in the mistress, and, in fact, in all. A wasteful lady will be sure to have wasteful servants; and by this means her household expenditure is greatly increased, very much more so than it would be, were she careful and economical herself, and taught her servants to be so too. She should remember these maxims, "Waste not, want not," and that "Wilful waste makes woeful want." Much good may be learnt from the study of "common things." For instance,—

*Carefulness* will be taught. They will not only learn that it is wrong to be careless, and which is a sin that will do them much harm, unless it be checked, but that it is a habit of which they can cure themselves by watchfulness and prayer.

*Economy*.—They will find out the most economical

method of doing things; and by this they will have the means of aiding many charities, which they could not have assisted, had they wasted their money in extravagance.

*Self-instruction.*—They will discover that they can improve themselves in this important part of education, and therefore will search for themselves, and will seek the aid of more experienced persons as well as books.

*Respect.*—This will be taught them, by having to ask the aid of those who are older, more experienced, and wiser than themselves; and surely we ought to respect those who know better than ourselves.

*Order.*—They will perceive, when being taught common things, that order is needful; they will be obliged to have orderly habits. There should be a place for everything, and everything in its proper place. Mrs. Hamilton's precept is worth remembrance: "A place for everything. Do everything at proper time. Have everything in its proper place."

#### EMMA WOOD.

By common things is meant those things which are constantly used, or may be needed in every-day life. A knowledge of these things is of the utmost importance, and they may be taught in various ways. Children might be instructed in some of these subjects in separate lessons, such as how to act in sickness, this being of great importance; and at such times presence of mind, carefulness, thoughtfulness, and kindness, might be especially impressed upon them.

Object-lessons may be given with great advantage to further a knowledge of common things; for when telling children of what things are made, and from whence they are obtained, they are always pleased to learn their uses,

which it is very likely they may remember in after-life as well as at present; and probably those things may be more valuable to them hereafter, because they will then have more opportunities of applying them.

Young girls should be especially instructed with regard to the proper treatment of children who may be placed under their care; for many may be employed as nurse-maids, and many more may have the care of their younger brothers and sisters. They should be taught to act according to what they say; never to raise a false alarm to make a child quiet, nor promise it a thing which they would not be able to give. A girl who would be kind to a child and patient with it, and who always kept her word, would very likely influence the child for good throughout its life — that is, if she remained with it sufficiently long; for she might thus impress upon it a love of truth, and instil into its young mind the spirit of firmness. When the young girl became a woman, if she continued to act thus, her own children would have cause to thank her through life.

Thus the impressions a child receives at school on this point, and others connected with common things, may prove a blessing to her and many more throughout life. Thus is instanced some of the good that might and would result from such teaching. For I feel sure, if a teacher be truly desirous that those whom she has to teach should know such things, and sets about teaching them in earnest, and practises them herself, it is not at all likely but that she will find some good result from it, and, indeed, much good; though she might not know of it, and others might not benefit from it, till some time afterwards. A teacher should not be discouraged because she does not see all the improvement she would like to see in the children under her care. It is true, the teacher would like and earnestly wish to see them impressed at the present time; but from that

she must look forward to the future, and hope that the instruction they now receive will benefit them in after-life, making them not only good daughters, but good wives and mothers, rendering service as unto the Lord.

I believe in this, as in all things undertaken in a Christian spirit, that if we "cast our bread upon the waters, we shall find it after many days."

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## APPENDIX.

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### I.

*Letter about the "Summary" from the Builder who obtained the Expenditures to further the Objects of the "Summary."*

16 Stratford Place,  
19th November, 1856.

DEAR SIR,

I am very sorry that I should have kept you so long without the promised answer of the party Miss Coutts was so kind as to send the books to; but I have had some difficulty in finding them, and more in getting them to write; not but what they would, but their inferior writing, and worse spelling, make them reluctant in writing. It is a greater task to get such men to write half a dozen lines, than it is for them to do a hard week's work; showing the very great necessity and want of our mechanics and working-people in general having a good sound education in reading, writing, and arithmetic *only*. And such works as this on small things are likely to very much assist in bringing it about.

I have this morning received an answer from John Caughlin; who at last, instead of writing, called on me, and asked me to do it for him. I must therefore give you his own words verbatim: "I am of opinion the book is very good and useful amongst my class of men;" and he is sorry he could not write sufficient to answer it himself.

John Cahil, a fellow-workman of Caughlin's, was with him, and told me he had partly read the book, and was highly pleased with it, and thinks it cannot be too much known, or any other work of the *same* description, amongst the lower class of people now: these are the party's own words.

Hewertron has promised me he would write this week; and should he, I will send it to you; but his observations were,



that he was highly pleased with the book. Many people have read my copy, and I do not find any disapprove of it, but, on the contrary; my own opinion of the work is also that it is very good, and calculated to do a great service among small people generally, particularly among the female branches of our working-people and children; for when such points of self-interest and economy as small things throw up are made plain to a poor man's wife, it is calculated, and must have the effect, if extravagant or careless, to open their eyes to faults which their own experience makes them ashamed of; consequently a reformation is determined on, and they become better people, both as regards economy and a Christian life.

To young people it gives an example for them to follow; and reading the work makes an impression on their minds they do not easily forget. Many who are already economical and careful, it encourages to persevere the more in the good course they have already embarked in, and assures them they are in the right way of going comfortably and happily through life. In reading the work myself, I thought that the information subscribed to it through my instrumentality was quite outstripped of its praise by other contributors, particularly in the questions; but the Appendix is certainly calculated to do much good, and should be kept up. Prizes, either to teachers or pupils, are always attended with good. The whole work is good; and any further assistance my humble information can give you in that or in any other work to be circulated amongst the working-people, will always be at your service, and which I hope you will not be backward in requesting.

I am, dear Sir,

Yours very truly,

J. NEWMAN.

P.S. I forgot to name, that Joseph Dunkard called on me six weeks ago, and expressed his approval of the work, and wished me to thank Miss Coutts, if I had an opportunity, for it; he also said his wife was delighted with it, and had gained much information from it.

## II.

*Letter to Miss Burdett Coutts about Queen's Scholarships.*

DEAR MADAM,

I gladly comply with your request, that I would state to you in writing the fact which I have already mentioned to you, namely, that the examination for Queen's Scholarships is open to a limited number of young persons who have not been Pupil-teachers, provided that they are not less than eighteen years of age, and that the Principal of a Training School will undertake the responsibility of selecting and presenting them to the Committee of Council. Allow me to make the following remarks in connection with this most important regulation.

The object which your Summary is intended to promote depends for its success, under the Divine blessing, upon the number and competence of the schoolmistresses who may be found willing and able to devote themselves faithfully and in a religious spirit to the care of the young. The Committee of Council have by all their recent measures caused it to be generally felt that they look to the Training Schools as the chief, if not the only source, from which such a supply can be obtained. For instance, in a letter recently sent by the Committee of Council to the Whitelands Training School, the following passage occurs:

"I am directed to take this opportunity of requesting that you will express to the Whitelands Council the satisfaction with which my Lords mark the well-merited success of this Institution; and the pleasure which it gives them to co-operate, as far as possible, with efforts so earnest and so judicious in promoting the education of the female children of the poor—a point, probably, from which, more than from any other, must grow all real improvement of the labouring classes."

The Committee of Council are therefore doing every thing in their power to secure for the Training Schools a sufficient supply of pupils; and finding that the Pupil-teachers, though now coming forward for Queen's Scholarships in large and increasing numbers, do not occupy all the vacant places in the Training Schools, they have thrown the Queen's Scholarships open to other parties, whether they have been Pupil-teachers or not.

The consequence is, that if any person of moderate circumstances wishes to secure for his daughter a sphere of great usefulness, in which she will be respected and provided with a very handsome maintenance, he has only to get her prepared for the Queen's-Scholarship Examination. If she can pass this examination, she will be supported for two years at a Training School by the Government, and be sure of a valuable appointment as soon as she leaves. The great respectability of the position she will gain, and the manifold advantages connected with it, if fully known, would make it an object of laudable ambition to many professional men and others to secure for their daughters a benefit now freely offered to all who are in any way competent to try for it.

It is very important that this regulation should be generally known. But it leads to the consideration of another subject. Is it or is it not likely that any large number of young women can be found competent to obtain Queen's Scholarships? Speaking from a rather large experience, I am obliged to say that the number at first must be small. Young women who are eighteen years old and upwards, who have not passed through an educational apprenticeship, have but little chance in competing with Pupil-teachers. The question therefore arises, whether anything can be done to provide for young women who are not Pupil-teachers such assistance in their studies previous

to an examination as shall enable them to gain Queen's Scholarships. The course which I have uniformly advised, which is within the reach of most people, and which has generally been successful, is this: Look out for the nearest certificated schoolmistress, and apply to her for leave to join her staff of Pupil-teachers. The schoolmistress cannot obtain from the Government more than one Pupil-teacher for every forty children attending her school. It is an advantage to her school to obtain further assistance, if possible. If, therefore, the managers of the school consent to the arrangement, and if the young woman for whom the instruction is provided is willing to make an adequate payment, this arrangement can be carried out with advantage to all parties, and may be the means of enabling large numbers of young women who have not been Pupil-teachers to obtain Queen's Scholarships.

Permit me to remain,

My dear Madam,

Yours very faithfully and obliged,

HARRY BABER,

*Chaplain at Whitelands.*

MISS BURDETT COUTTS.

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*Statement showing the extent to which a knowledge of  
"Common Things" is encouraged by the Committee of  
Council on Education.*

It may be interesting to the readers of this Summary to know, that industrial training and the teaching of common things are subjects to which great attention is paid by Training Schools for Schoolmistresses, and to which the Committee of Council on Education attaches great importance. In the present plan of National Education, as carried out by the

Training Schools and the Committee of Council on Education, every precaution is taken that is likely to secure on the part of the schoolmistress a competent acquaintance with these important subjects. The Pupil-teachers, who at the end of their five years' apprenticeship enter a Training School, are required to answer a series of questions on domestic economy. At the end of each year of training, every pupil is again examined in the same subject. But this is not all. In addition to the papers, the pupils in training are required at each examination to give proof of their skill in needlework. For instance: in December, 1856, four hours were set apart for this purpose, during which time each pupil was required to cut out in paper from memory some little pattern, and then to give specimens of her hemming, stitching, darning, and button-hole making. The Rev. F. C. Cook, her Majesty's Inspector of Schools, has been so good as to inform me that the work, when completed, was submitted to two women—one a professed needlewoman, who was to arrange the work in three or four divisions; the other, the certified mistress of an Industrial School, who was to assign the final mark for each candidate's work. Money payments, both to the Training School and to the pupil, depend upon this examination. The following are the examination papers set to the Pupil-teachers and to the pupils in December, 1856:

#### EXAMINATION OF CANDIDATES FOR QUEEN'S SCHOLARSHIPS.

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##### DOMESTIC ECONOMY.

1. What directions would you give with respect to female clothing, in order to the *preservation of health*?—Answer this question as fully as you can.
2. State, and clearly explain, how it is that health suffers from the want of outdoor exercise, and of water for the purpose of washing the body.
3. Give a recipe for *one* of the following preparations:
  - (a) Cheap nourishing soup, with *or* without meat, in *quantity sufficient for six persons*.

(b) Oatmeal porridge.

(c) Gruel.

(d) A cheap bread, or other farinaceous pudding.

4. Three of the first-class girls of an ordinary National School go out to service as housemaid, nursery-maid, and kitchen-maid, respectively. Write down suitable directions for *one* of the three.

5. Do you consider that it is, or is not, desirable for a cottager to keep a pig, and why?

6. Would you recommend the mother of a family to go out to daily work? Give your reasons fully.

7. To what class of disorders does small-pox belong? What are its symptoms? How should it be treated until the attendance of a medical man can be obtained? What other disorders belong to the same class?

8. Supposing a chimney to be on fire, what are the best means of putting it out?

9. Mention the chief vegetable and mineral poisons from which children are especially in danger. What are the respective remedies to which immediate recourse should be had?

10. What diseases arising from want of cleanliness are commonly met with among the children of the poor? What is the proper treatment in each case?

## GENERAL EXAMINATION OF TRAINING SCHOOLS.

### DOMESTIC ECONOMY.

#### SECTION I.

1. What kinds of food are required for young children? State clearly the reasons.

2. Give a clear account of the potato, and of the various uses to which it is applied.

3. Give recipes for Irish stew, and soups with and without meat; estimate the cost, and give an account of the nutritious qualities of each.

#### SECTION II.

1. Name all the materials used in washing; and show for what properties or qualities each of these materials is useful.

2. What practical lessons have you had in the kitchen and laundry, either as pupil-teacher or as a student in training? State exactly what time has been so employed.

3. Describe accurately the best system for teaching needlework, including the fixing and cutting-out. What difficulties may you expect to find in supplying a school with work, and what expedients would you propose to the managers?

#### SECTION III.

1. Calculate the weekly and annual expenditure of a schoolmistress, having one or two pupil-teachers residing with her, and occupying a furnished house rent-free.

2. Give clear instructions to a pupil-teacher about the purchase and uses of clothing-materials, with full estimate of cost and value.

#### SECTION IV.

1. Describe the best treatment for sprains, slight wounds, and whitlows.

2. Describe the poisonous vegetables most commonly found in England, the symptoms produced by them, and the best remedies.

3. Write a lesson on one of these subjects for girls about to leave school:

Personal neatness.

Frugality.

Self-denial.

### III.

#### *Treatment for Scarlet Fever and Measles.*

Scarlatina, measles, and hooping-cough, are peculiar disorders of early childhood.

In simple *scarlet fever*, commonly called Scarlatina, the early symptoms are those of mild fever,—languor, shivering, succeeded by heat, a quick pulse, headache, with the additional symptom of sore throat. About the second day a bright scarlet rash usually appears, first upon the neck, breast, and face, and afterwards upon the lower parts of the body; the tongue is coated with a yellowish fur, through which small red points are discernible, giving to it very much the appearance of a strawberry. In about three days the rash begins to fade and disappear, accompanied by a peeling of the skin.

Keep the child in bed, in a room well ventilated, but free from draughts; giving it cooling acidulated drinks, light diet. Avoid animal food and everything that is stimulating. If required, administer a little aperient medicine, which should be of a very gentle nature, especially at the onset, and during the eruptive stage of the disease. Castor-oil is a safe and speedily-acting purgative; the dose is a tea-spoonful for a child one year old, and a large table-spoonful for a grown-up person. If there be slight sore throat and the child is old enough, let it use a mild gargle, and wash the mouth out several times a-day with tepid water; but if the affection of the throat increases, with difficulty of swallowing and a swelling of the glands in the neck, then lose no time in sending for the doctor. While the skin is peeling put the child into a *warm bath* at night; and *now* pay very particular attention to the state of its bowels. At this period of the disease,—called the period of desquamation, or peeling of the skin,—which is always the time when there is most danger of infection in similar diseases, the clothes and bedclothes, when taken off, should be put into some tubs of water before they are taken out of the room. It is advisable to destroy all clothes, and clean the furniture of the room, in all cases after scarlet fever.

*Measles.*—The symptoms which precede measles are thirst, restlessness, alternations of heat and chills, a quick pulse, a hot and dry skin, a running from the eyes and nose, frequent sneezing, a dry, hoarse cough, and swelling of the face; generally about the fourth day a rash makes its appearance, first upon the forehead and *face*, and then successively upon the lower parts of the body. In the early stage the rash consists of very small, red, slightly elevated pimples (like flea-bites), the portions of skin intervening being of a natural colour. These pimples subsequently run into patches, having a crescentic or half-circular form.

Keep the child in bed, in a warm airy room; but don't expose it to currents of cold air. Let the diet be spare, and administer mild soothing drinks, as barley-water, thin arrowroot,



milk-and-water. Avoid everything that is heating. Should the cough be troublesome or hard, apply a small mustard-plaster to the upper part of the chest until a redness of the skin is produced; and give to a child three years old four drops of ipecacuanha wine in a little syrup every four hours. If the medicine produce *repeated* sickness, the quantity must be diminished, or administered at longer intervals. The child's eyes must not be exposed to the light, as they have a great tendency to become inflamed. Regulate the bowels by *gentle* aperient medicine. Should pain of the chest arise, with a hot and parched skin, the breathing become difficult and hurried, and the cough very troublesome, with tenacious expectoration, send immediately for the doctor; as the great danger from measles depends upon inflammation of the lungs supervening.

The absence of cough and running from the eyes and nose, the more general character of the eruption, and its *not* being elevated above the skin, with the presence of decided sore throat, distinguish *scarlet* fever from measles.

*Whooping-Cough.*—This is a very common disorder of childhood. It is usually preceded for some days by all the symptoms of a common cold—as feverishness, thirst, hoarseness, and a frequent dry cough; the latter, when fully developed, is of a spasmodic character, loud, suffocative, and generally aggravated towards night. After several short coughs, the child draws a deep breath, producing the peculiar sound called a *whoop*. Between the fits the child usually appears perfectly well, and eats its food heartily.

Keep the child in an equable temperature; attend carefully to its diet, avoiding all indigestible and stimulating food; and let the bowels be kept gently open. Relieve the hardness of the cough by small doses of ipecacuanha wine given at regular intervals, say four drops in a little syrup every four hours to a child three years old; diminish the dose, or give it at longer intervals, if too much nausea is produced. Rub the upper half of the spine night and morning with hartshorn and sweet-oil.

Should the cough under this simple treatment increase in severity, and be attended by difficulty of breathing, or should headache, with a tendency to drowsiness, come on, other remedies of a more decisive character must be administered, under medical superintendence, as inflammation of the lungs or cerebral convulsions may supervene.

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## IV.

*Medical Prescriptions.*

## A MILD APERIENT MIXTURE FOR A YOUNG CHILD.

Powdered rhubarb, 12 grains; carbonate of magnesia, 16 grains; syrup, 3 tea-spoonfuls; water, 2 table-spoonfuls. Mix. A tea-spoonful to be taken once or twice a-day, according to the effect.

## AN ALTERATIVE POWDER FOR A CHILD FROM TWO TO FOUR YEARS OLD.

Gray powder (mercury and chalk),  $1\frac{1}{2}$  grains; powdered rhubarb, 3 grains. Mix. To be given in a little syrup at bed-time, and to be repeated in a night or two, if the bowels require it.

## AN APERIENT POWDER FOR A CHILD SIX YEARS OF AGE.

Jalap, 3 grains; rhubarb, 2 grains. Mix. To be given in syrup.

## FOR ACIDITY IN ADULTS.

Carbonate of magnesia, 15 grains; a small tea-spoonful of Epsom salts. To be taken in a wine-glassful of cold water every morning for three times.

## APERIENT POWDER FOR A GROWN-UP PERSON.

Rhubarb, 10 grains; carbonate of magnesia, 15 grains; powdered ginger, 3 grains. Mix. To be taken in 2 table-spoonfuls of water.

## AN APERIENT MIXTURE FOR YOUNG PERSONS.

Pour a quarter of a pint of boiling water over half an ounce of senna-leaves ; let them stand for 1 hour in a covered vessel ; then strain. Dissolve half an ounce of Epsom salts in the infusion. Two large table-spoonfuls to be taken early in the morning, and to be repeated after 4 hours, if necessary.

DOSE OF DILL-WATER FOR AN INFANT IN CONVULSIONS, OR  
FOR FLATULENCE.

A tea-spoonful, with a little sugar.

## A SALINE DRAUGHT.

Twenty grains of carbonate of soda, or about as much as will cover a shilling, dissolved in water ; 18 grains of tartaric acid, dissolved in water, or half a lemon squeezed : then mix the two, and drink whilst in a state of effervescence. Seidlitz powders are a safe and cooling medicine.

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V.*Recipes for Sick Persons.*

## OATMEAL GRUEL.

One table-spoonful of oatmeal mixed well with one quart of water ; boil 1 hour, and pass through a coarse sieve. Add sugar and nutmeg, if approved.

SAGO GRUEL. (Sago 3*d.* per lb.)

Two spoonfuls of sago, set on the fire in a quart of water, and boiled till quite dissolved. Add sugar and the juice of a lemon or orange.

## BARLEY-WATER.

Wash 4 ounces of Scotch barley, put it in a pan with a quart of cold water, and let it boil 5 minutes ; pour the water

ay, which will be discoloured; then add another quart, and let it boil till the barley is softened; this is ready for use, and, if poured off, the barley will bear another quart. It is a valuable drink for an invalid, and good without any addition. Sugar, or the juice of a lemon, is sometimes approved.

Cost : Barley,  $1\frac{1}{2}d.$

## APPLE-TEA.

Roast 8 fine apples in the oven, or before the fire; put them in a jug, with 2 spoonfuls of sugar, and pour over them a quart of boiling water. Let it stand 1 hour near the fire.

Cost . . .  $1d.$

## BLACK-CURRENT TEA.

Pour a pint of boiling water upon 2 spoonfuls of black-current preserve; keep warm in a jug, and let it stand half an hour.

## BEEF-TEA.

Take  $\frac{1}{2}$  lb. of lean beef; season with pepper and salt; pour over it a pint of water; put it in a stew-pot or pan; let it simmer till the beef is tender; pour off the liquid, and remove any fatty particles by laying blotting-paper on the top till it be quite clear.

Beef . . .  $3\frac{1}{2}d.$

TO MAKE JELLY FOR A SICK PERSON IN CONSUMPTION, ON RECOVERY FROM INFLAMMATION OR FEVER, BUT IMPROPER FOR A SICK STOMACH.\*

Take a quart of stock that a cow's heel has been boiled in (remove the fat), a quart of home-made wine ( $10d.$ ), or porter ( $8d.$ ), or beer ( $4d.$ ); the juice and rind of 2 lemons ( $3d.$ );  $\frac{1}{2}$  lb. brown sugar ( $2\frac{1}{2}d.$ ), and the whites of 6 eggs ( $3d.$ ), beaten to a froth; put all into a pan, and let it boil 5 minutes (if not sweet enough, add a little more sugar); make a coarse cloth into a pointed bag by running it up from the corner; pin it to the backs of two chairs, pour the jelly through, and put it back

\* See recipe for boiling cow's heel (No. 12), p. 38.

again into the bag once or twice till it runs clear; then throw a large sheet or cloth over the whole to keep it warm, that it may run through before it grows cold and forms a jelly. If it does so, it must be warmed to boiling heat again in the pan.

Stock from cow's heel costs 1s. 6½*d.*; wine, 10*d.*; lemon, 3*d.*; sugar, 2½*d.*; eggs, 3*d.*

The yolks may be mixed with 3 half-pints of milk, and made into a custard either by baking, or in a pan over the fire.

POULTICES. (Linseed-meal 4*d.* per lb.)

Poultices are best made of linseed-meal, which is of an oily nature, and never grows stiff and hard. Put the meal in a basin: pour boiling water upon it, stirring it well all the time till it be perfectly smooth and the proper solidity. It is cleaner in the application, if a piece of *thin* linen be put between the poultice and the part affected.

Dry poultices are made by putting oatmeal in a flannel bag and heating it in the oven, or in a frying-pan over the fire.

FOMENTATIONS OF POPPY-HEADS.

Boil a handful of poppy-heads in a quart of water for an hour; dip flannels in the liquid, and wring them out as hot as can be borne; apply to the part affected. Pains in the face are often removed by this application.

## VI.

*Articles of Clothing, and Prices, at Bedale, Nov. 1856.*

*Gray Calicoes, unbleached, chiefly used.*

	s.	d.	s.	d.
33-inch, for shirts . . .	0	3	to 0	4 per yard
36-inch, for chemises . . .	0	3½	to 0	4½ „
72-inch, for sheeting . . .	0	9½	—	„
72-inch, twilled, ditto . . .	1	0	—	„

*Bleached Calicoes, not much in demand.*

	<i>s.</i>	<i>d.</i>
33-inch, in Dowlas . . . . .	0	5 per yard
36-inch heavy shirting . . . . .	0	6 „
30-inch calico . . . . .	0	3 „
36-inch ditto . . . . . 4 <i>d.</i> to	0	5 „

*Blue-striped Shirtings, much used.*

	<i>s.</i>	<i>d.</i>
Fast colours, 28-inch . . . . .	0	6 per yard
Ditto, 30-inch . . . . .	0	6½ „

*Ginghams for Aprons, &c.*

	<i>s.</i>	<i>d.</i>
40-inch best . . . . .	0	7 per yard
Linen gingham, $\frac{4}{4}$ . . . . .	0	8½ „

*Prints.*

	<i>s.</i>	<i>d.</i>	<i>s.</i>	<i>d.</i>
Best lilacs . . . . .	0	6 to 0	7	per yard
Chocolates . . . . .	0	3½ to 0	6 &c.	„

*Skirtings for Petticoats.*

	<i>s.</i>	<i>d.</i>	<i>s.</i>	<i>d.</i>
36-inch buff and blue Chambrays	0	6½ to 0	7½	per yard
36-inch blue and white ditto . . . . .	0	7½	—	„
36-inch heavy dyed calicoes, black, drab, &c. . . . .	0	6 to 0	6½	„

*Coarse Dowlas for Men's Smocks.*

35-inch 4½*d.*, 5*d.*, 5½*d.*, &c. per yard.  
35-inch double warp.

*Cords for Trousers.*

	<i>s.</i>	<i>d.</i>	<i>s.</i>	<i>d.</i>
½ ell . . . . .	0	10 to 1	0	per yard
¾ ell . . . . .	1	9 to 2	0	„

*Moleskins for Trousers.*

$\frac{3}{4}$  wide, 1s., 1s. 2d., 1s. 4d., &c. per yard.

*Hollands for Pinafores, Frocks, &c.*

	s.	d.	s.	d.	
$\frac{1}{4}$ dressed . . . . .	0	6	to	0	10 per yard
$\frac{1}{4}$ rough . . . . .	0	6	to	0	10 „
$\frac{5}{8}$ . . . . .	0	11	—		„

*Flannels (white), not much used.*

$\frac{3}{4}$ , 1s., 1s. 2d., &c. per yard.

$\frac{1}{4}$ , 1s. 8d. per yard.

*Blue Flannels.*

$\frac{3}{4}$ , 1s., 1s. 2d., 1s. 4d., &c. per yard.

*Linseys: striped Linseys for Aprons.*

	s.	d.	s.	d.	
$\frac{3}{4}$ , blue, brown . . . . .	0	7	to	0	8½ per yard
$\frac{1}{4}$ , ditto, ditto . . . . .	0	11	to	1	2 „

*Stuffs and Coburgs for Dresses, much used.*

Brown, blue, claret, green, &c. from 8d. to 1s. per yard.

Blacks, from 7d. per yard, upwards.

*Worsted for knitting Stockings.*

In black, white, blue, drab, green, &c. good at 2s. per lb.

Lambs' wool, from 2½d. to 3d. per oz.

*Stockings.*

Men's worsted hose, in blue,	s.	d.	s.	d.	
brown, and drab . . . . .	1	0	to	1	8 per pair
Women's . . . . .	1	0	to	1	2 „
Men's or women's socks . . . . .	0	10½	to	1	6 „
Women's white lambs'-wool					
stockings . . . . .	1	0	to	2	6 „
Men's ditto . . . . .	0	11	to	2	6 „

For the labourers these are much knitted at home, because so much stronger as well as cheaper.

*For Gowns, &c.*

Good washing prints for gowns, from  $4\frac{1}{2}d.$  to  $6\frac{1}{2}d.$  per yard.

Under this price they do not wash well. *Lilac* is always rather the dearest, as it is a colour that washes best.

Good stout Derrys, from  $3\frac{3}{4}d.$  to  $5\frac{1}{2}d.$  per yard.

This is an excellent stuff for work; there are some at a lower price, but, of course, not so strong.

Alpacas, Circassian and other fancy stuffs, Coburgs, &c., from  $4d.$  to  $1s.$  per yard.

These make very neat-looking gowns, &c., but are not so strong for work as the Derry.

Linsey-woolsey, from  $4\frac{3}{4}d.$  to  $8\frac{3}{4}d.$  per yard.

These make strong *warm* gowns, petticoats, and cloaks.

English merinoes or stuff, at  $1s.$  per yard.

Drill, at  $6\frac{3}{4}d.$  per yard.

This is used for boys; and would also be good for working-gowns, petticoats, or aprons, for hard work.

Stout jean, for stays, &c., at  $4\frac{1}{2}d.$  per yard.

Very stout cloth, for cloaks, from  $1s. 6\frac{1}{4}d.$  to  $2s. 3\frac{1}{4}d.$  per yard.

Calico, from  $2d.$  to  $4\frac{1}{2}d.$  per yard.

Flannels, all wool, from  $9\frac{3}{4}d.$  to  $1s.$  per yard

Strong flannel, called *Union*, which is a mixture of cotton and wool, from  $6\frac{3}{4}d.$  to  $8\frac{1}{2}d.$  per yard. Red flannel is warmer than white for petticoats, and washes well.

Chaff beds are the best, and ought to be renewed every year.

A good linen tick may be had for  $3s.$ ; good cotton sheets are  $3s.$  per pair.

Cotton sheeting, from  $4\frac{3}{4}d.$  to  $8\frac{3}{4}d.$  per yard.

It has been stated by an intelligent tradesman that, as a general rule, the poor always buy the middle rather than the lowest qualities, as they find them cheaper in the end; though,



of course, this is ruled much by their circumstances. The strongest and best print for children's frocks is the dark-blue ground with small white patterns. If a more expensive print can be afforded, lilac and buff are the most serviceable. Stuff is dearer than print, as it requires lining. Unbleached calico soon becomes white by exposure on the grass after repeated washings, and is cheaper. Fents, or short pieces, are cheaper than the material cut off the piece, and they come in as well for children's frocks. Pieces of felt sewn together make warm cloaks and petticoats for children; and an excellent plan is adopted in many schools of joining the strips of calico together, upon which children learn to sew, making them up into little stays. This plan teaches the children to work, to make up, and turn the strips used to good account. Knitted stockings wear longer than woven ones; but the work is not profitable for young people, though all girls ought to learn, to prepare them for the period when they cannot see to sew.

One important item of expense is omitted,—shoes and boots,—as these vary but little in quality or price over the country, but must always form a prime matter of consideration in a family.

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## VII.

### *Hints on certain Points of Domestic Economy.*

#### ON PRESERVING VEGETABLES FOR WINTER CONSUMPTION.

Potatoes, carrots, turnips, and onions, should be protected from the frost, which softens and destroys their flavour. Onions should be well dried in the sun, and then made into ropes.

Herbs should be gathered in summer for winter use, such as mint, thyme, sweet marjoram, and sage. The best method is to gather them on a fine day; and if there be any sand on

the lower leaves (which heavy rain often causes), they should be dipped in water and well shaken, the herbs tied in bunches and dried quickly near the fire, which better preserves the colour and flavour. When crisp, pick off the leaves, rub fine, put in bottles, and well cork.

Parsley is difficult to preserve. It must be tied in bunches, dipped hastily in *boiling water*, well shaken, and dried quickly in the oven; then put in paper bags in a dry place.

Leeks stand frost well, and are very useful in spring, when onions begin to sprout. They should be well hoed up in the garden to blanch the stems.

The large white poppy should be cultivated for the sake of the seed-pods, which are so useful for fomentations. They should be gathered when they are full grown, and dried in paper-bags.

Chamomile, balm, and pennyroyal should also have a place in the herb-garden.

Where sugar can be afforded, black currants are a valuable preserve. The proportion is 1 lb. of sugar to 1 quart of fruit; to boil 20 minutes. It is no saving to decrease the proportion of sugar and boil the fruit longer, as the fruit loses in *quality* and the preserves in *quantity*. Paste paper over the jars, and keep in a cool place.

This proportion of fruit will answer for most kinds.

Rhubarb is a very valuable plant, and an excellent substitute for gooseberries. It may be grown very early in the year by a little protection from tubs or mugs. When used for pies, it ought not to be pared.

#### TO MAKE POTATO-STARCH.

Fill a mug with spring-water, and grate any quantity of potatoes, holding the grater and the potato both under the water, to prevent its growing black during the process.

When the water is thick with the potato, put all upon a coarse sieve, and place a large mug underneath; wash the pulp well with spring-water, and allow it to pass through the sieve

until the water is clear, which proves that the farina has all been separated. Allow the water in the mug to stand for some time, till the farina is settled at the bottom; pour off the water, and add some more; mix it well up again, and let it stand to settle again for a longer time; then pour off the water very close, and take the cake of farina out. Dry it on paper before the fire, place it in canisters to keep it dry. Use it for soups, or in bread, or cakes, and for starch.

Potatoes that are diseased or frosted will produce starch.

The threads, or scrapings, may be employed in place of soap for washing alpacas or flannels.

#### RECEIPT FOR JELLY FOR WASHING.

To 2 gallons of water add  $\frac{3}{4}$  lb. of soap scraped thin, 4 spoonfuls of turpentine, and 5 spoonfuls of washing ammonia. Boil this, and pour it into a mug, where it will form a jelly when cold. After the clothes have been steeped in warm water, rub the soiled parts with a little of the jelly, and pour boiling water upon them; whilst cooling dolly them well. No boiling is required, but a rinsing in clear water. This quantity will serve for many washes.

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### VIII.

#### *Extract from a Letter respecting a Plan for a Cooking-School in the Country.*

“One of your books I lent to a friend who had not previously seen one, and she was extremely anxious to do so, as she has established during this winter a cooking-school in a lady’s house, to be used every Saturday during the next four months; and she invites six girls, one from each of six labourer’s families, whose earnings during the week are not less than 14s. a-week, and this lady’s cook and housekeeper give these girls cooking instructions. At present they each make

a loaf of bread, a vegetable and mutton pie, and a quart of mutton-broth ; and in order to encourage attendance, my friend *gives* these to be taken home to the parents ; but in order that the girls may at the same learn the cost, each girl procures from the housekeeper the necessary items, and notes them down on paper as a bill-of-parcels."

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## IX.

*Extracts from Letters addressed to Miss Burdett Coutts by Lieutenant Tracey, late Governor of the Westminster Prison, and Mr. Chesterton, of Cold Bath Fields.*

Lieutenant Tracey says :

"I could adduce numberless instances of the baneful effects resulting from an inordinate fondness or love of dress amongst the young females consigned to the many prisons in and about the metropolis ; and from an experience of twenty years and upwards my conviction is, that the increasing number of such persons (females) who early lapse into crime from this too apparent cause, is nearly in the same amount or ratio with those of the opposite sex who yield to the influence of strong drink (*i. e.* drunkenness), another prolific source of misery and degradation, who, with the parties before alluded to, tend to crowd our houses of correction in this country. This is no new theory, but the evidence of a lengthened acquaintance with such poor outcasts."

Mr. Chesterton says :

"I beg you will not hesitate to employ my name in confirmation of the undoubted fact, that a love of dress is the cause of the ruin of a vast number of young women, in humble circumstances especially."



## **PART II.**



REPRINT  
OF  
CERTAIN PRIZES FOR COMMON THINGS,

OFFERED AND AWARDED BY MISS BURDETT COUTTS TO THE  
PUPILS AT WHITELANDS IN THE YEAR 1854.

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INTRODUCTION.

DURING the year 1854 Miss Coutts paid frequent visits to this Institution, and expressed a desire to know to what extent and with what view Industrial Training was carried on. Having heard several lessons given by the Officers and Students, Miss Coutts proposed a subject for an essay, and kindly examined the several essays written by the students during the Easter vacation. In the autumn Miss Coutts renewed her visits, and, after much personal observation, selected six pupils; one on account of the excellence of her essay; two on account of the peculiar aptitude which they displayed in communicating to children the knowledge of common things; two on account of their special readiness and ability to make themselves generally useful; and one on account of her skill in needlework. The last five gave lessons to classes of children in the presence of Miss Coutts; and on Friday, Dec. 8th, Miss Coutts gave a prize to each of the six. These prizes consisted of two volumes illustrative of the Scriptures, three work-boxes, and a pencil-case. Miss Coutts allowed the whole body of the pupils to be present when she gave away her prizes. To those to whom Miss Coutts gave the books, she remarked that the Word of God, in addition to its



sacred character, was peculiarly instructive as the book which suggested the true motives, and held out the highest encouragement, to usefulness, briefly illustrating her remark by a reference to the story of Joseph. To the others, she remarked that her presents would remind them of the affectionate care with which Mrs. Harries had prepared them for true usefulness; and expressed a hope that what Mrs. Harries had done for them, would enable them to mould and form the characters of many others. Miss Coutts also kindly expressed a wish to see the notes of the lessons that her prizholders might give in the schools which were about to be put under her care. Miss Coutts then made a few remarks to the rest of the pupils, telling them why she had taken an interest in the cause of education; and pointing out to them the advantage and necessity of paying marked attention to the feminine and useful duties of their calling; and with many kind words she said good-by, promising at no distant time to come amongst them again.

The Chaplain requested permission from Miss Coutts to print the notes of lessons which she had rewarded, with a few preliminary remarks; to which Miss Coutts obligingly acceded, and further replied that she could supply some additional remarks, descriptive of her intentions in general, and her opinion of the particular performances which had come under her notice.

Although the essay was too long to be printed, Miss Coutts' remarks upon it are given.

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DEAR SIR,

*Holly Lodge, Highgate,*  
Dec. 16, 1854.

I return the copies of the five lessons, and the papers on domestic and industrial subjects, for which I gave some little prizes; together with remarks suggested on reading and

thinking over the lessons, and the plan for somewhat similar lessons next year. As you propose to make a statement to the Council respecting these lessons and prizes, it would perhaps be satisfactory to you to show this letter; and as my name has been connected with the scheme of giving prizes for instruction on common things, to state that I look upon these lessons as a preparation; but that before I make any public announcement on the subject, I am desirous to ascertain, as far as possible, the best manner to promote the religious and moral uses of industrial training.

My attention had been especially attracted to the subject by the complaint made to me at St. Stephen's, Westminster, that the Government regulations would not at that time allow the pupil-teachers sufficient time to learn needlework; and I was led to consider with what view industrial training was conducted; and I could not but think that, even when its importance was admitted, it was taught more with reference to the discomfort and disadvantage of a want of proper knowledge of these points than from a value of the opportunity afforded of forming the character and habits through such instruction; whereas it produces, in fact, more moral qualities than many other pursuits.

To be a good needlewoman, mender, and cutter-out of clothes, a good cook, baker, or dairy-maid, requires the exercise of care, cleanliness, forethought, economy, industry, and perseverance; and the same with all similar employments; and, as a very intelligent schoolmistress observed to me, the girl who was a good worker was generally good in all other points, from the habits these pursuits form. And it is much with the view of ascertaining not only whether these things were taught, but how they were taught, which led me first to think of joining the scheme for promoting the knowledge of common things, and to my first visit to Whitelands.

I think the lessons show that in this Institution these subjects have been considered, and that the great end of industrial education, to render both pupil-teachers and children useful

and happy in their respective stations, has not been lost sight of; and I hope that the plan I now propose is calculated to carry out this endeavour.

I am, dear Sir,

Yours faithfully,

ANGELA G. BURDETT COUTTS.

TO THE REV. HARRY BABER,

*Chaplain and Secretary of the Whitelands Training Institution, Chelsea.*

## NOTES OF LESSONS.

The five Students selected to give these lessons were told that the family was to consist of a labourer, his wife, and four children, and the weekly income to be 15s.

The lessons are the entire production of the Students themselves. One took the weekly expenditure in food, and another the remaining 3s. 3½d. for clothing, &c.

### I. NOTES OF A LESSON ON THE WEEKLY EXPENDITURE OF A LABOURING-MAN.

BY M. CLARKE.

#### *On Food.*

#### 1. GENERAL INTRODUCTION OF THE SUBJECT.

The children will be told to picture to themselves a cottage in the country (Lancashire) surrounded by a garden, and inhabited by a poor labourer, whose family consists of himself, his wife, and four children. The eldest girl assists her mother and nurses the baby. The two boys attend school. The father's weekly wages are 12s. The mother earns 2s. 6d. a-week by going to wash and clean at the neighbouring squire's. The eldest boy earns 2d. a-week by fetching the squire's letters from the post. The children will then mention the probable produce of the garden, which ought to afford sufficient vegetables for home consumption. The rent is paid from the extra wages obtained in harvest and hay seasons. The labourer

keeps a pig, the original cost of which was 18s. During the summer the pig feeds upon the refuse of the garden, the wash from the squire's, and acorns from the wood. In the winter on barley-meal, &c. When killed, the prime parts are sold, and bring in weekly 4d. gain, besides discharging the previous cost, 18s., and the 2l. for fattening. The remainder of the pork is kept for food. The labourer's weekly income is therefore 15s. in all.

## 2. THE WEEKLY EXPENDITURE IN FOOD, &c.

	s.	d.
2½ pecks of flour. . . . .	5	8
2lbs. of fresh meat . . . . .	1	0
Yeast . . . . .	0	1½
2 oz. of tea . . . . .	0	6
1 lb. of sugar . . . . .	0	4
1 pint of milk a-day . . . . .	0	7
1 „ oatmeal . . . . .	0	1
1 lb. of butter . . . . .	1	0
1 „ cheese . . . . .	0	6
1 „ rice . . . . .	0	2
1 pint of peas . . . . .	0	2
Pepper, salt, &c. . . . .	0	1
½ lb. of soap . . . . .	0	3
½ „ candles . . . . .	0	3
1 cwt. of coals (Lancashire) . . . . .	0	8
Sick-club . . . . .	0	1
Schooling for the two boys . . . . .	0	3
	11	8½

Here we see the weekly expenditure in food, &c., would be 11s. 8½d.; this, taken from 15s., leaves 3s. 3½d. for clothing.

## 3. USEFUL HINTS ON EXPENDITURE.

The children will here be told to suppose themselves shopping with the labourer's wife. She would consider well before laying out the money, which would be the most profitable way of spending it; remembering that what many call a "cheap

bargain," often turns out to be a dear one. She would bear in mind the proverb which warns us not to be "penny wise and pound foolish." The different ways of testing the quality of the various articles will then be drawn from the children, as tasting the butter, cheese, &c. It is better to purchase plain wholesome food than a few dainties, which only pamper the appetite, and do not nourish the body. It is also important that poor people should pay their way; for, even supposing that when they contract a small debt they fully intend to pay it, many unforeseen circumstances may occur to frustrate their designs.

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#### OBSERVATIONS ON LESSON I.

This lesson was remarkably well worked out. The children were much interested, and their attention never flagged. This was greatly owing to the manner in which the general introduction was placed before them. The country was named where the labourer's family lived, and the children's attention fixed by their pointing it out on the map, and by a particular item in the weekly expenditure connected with it, namely, the price of coals in Lancashire.

The useful information about the pig, the garden, and the earnings of the woman, as well as the earnings in the harvest and hay season, were made more amusing by the boy fetching the squire's letters, which gave life to the picture. To country children this would be a familiar incident, and town children would be reminded of many similar little errands.

The proverbs, and points chosen in the useful hints, were well thought of. The children would readily understand the importance of exact and early payment, and of spending the earnings frugally.

The casting-up of the weekly expenditure was thus made interesting to the children, and ended the lesson, which had the merit of being complete, though the teacher was prepared to say more. This was an excellent point; for, though it

would be often useful to enlarge upon any one given point, it is, of course, necessary to limit the time a lesson should occupy ; and care should be taken that the lesson should not be ended abruptly, or, if so, that the teacher should break up the class, as in this instance, quietly and with propriety.

This lesson might be divided into several, and be made very amusing and instructive by an account of the different items ; as, for instance, tea, its culture, the country it comes from, and its high price when first brought into this country, would interest the children. The same with coffee, rice, and so forth.

A. G. B. C.

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## II. NOTES OF A LESSON ON THE MOST ECONOMICAL METHODS OF COOKING FOOD FOR A LABOURER'S FAMILY.

BY ESTHER TAYLOR.

### 1. PREPARATIONS FOR COOKING.

The utensils which are used should be perfectly clean. A cook should be clean and tidy in her person, and her hands quite clean. Before putting her hands into the dough, &c., she should see that she has all the requisite articles ready ; she should also be careful not to throw the flour about the paste-board or table, but should always bear in mind the little maxim, "Waste not, want not." Before cooking vegetables they should be cleansed in cold water. Greens should be freed from all tough leaves, and boiled in soft water ; the fire must be made large or small in proportion to the amount of cooking. The Sunday's dinner should be cooked on the Saturday.

### 2. RECEIPTS FOR COOKING.

1. *Making of Bread.*—Ingredients for 3½ lbs. of bread, 2½ lbs. of flour, 2 table-spoonfuls of yeast, a little salt, and 1 pint of lukewarm water.

Take the flour and put it in a pan, mix the yeast with half-a-pint of lukewarm water and pour it into the pan, and

allow it to ferment for one hour; then with another half-a-pint of water and a little salt knead the whole into dough, and put it in a warm place for two hours, in order that it may rise a second time; take up the dough and work it lightly into a loaf; bake for 1 hour or  $1\frac{1}{2}$  hours.

2. *To boil Potatoes*.—Take as many potatoes as are required, and of nearly the same size; wash, but do not peel or cut them; put them into a saucepan with sufficient cold water to cover them, and a spoonful of salt; let them boil gently till soft; then pour off the water, and allow them to dry for a short time.

3. *To make Milk-Porridge*.—To 1 pint of boiling water add 2 spoonfuls of oatmeal, which has been previously mixed with a little cold water; stir them up well and let them boil slowly for 5 or 10 minutes; then add 1 pint of milk, and let the whole boil for a few minutes longer.

4. *To make Pea-Soup*.—Take 1 pint of peas and put them in a little cold water over-night. In the morning drain off the water and put the peas in a saucepan with 3 quarts of soft water, or gravy in which meat has been boiled would be still better; let the peas boil for 2 hours; then add 1 or 2 sliced onions, a carrot, turnips, &c., with half a pound of bacon, or any other meat; season with pepper and salt, and let the whole boil for another hour.

5. *The most economical Method of cooking Meat* is boiling; nothing is lost by this process. It is very extravagant to fry bacon. Time allowed for boiling meat 20 minutes per lb.; bacon 25 minutes to each pound.

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#### OBSERVATIONS ON LESSON II.

This lesson contains much practical information. The remarks are very well chosen as to the care and neatness required in preparing food, as are also those against the waste of materials; and the directions respecting the time different dishes of food required in cooking are very useful. The lesson contains

more than could be compressed into one lesson: but the directions given were complete in themselves, and the class quietly broken up by the teacher, whose manner was excellent as an example to her class, very mild and modest, and well suited to encourage children to ask questions when they did not fully understand all the teacher said.

This lesson could be made extremely amusing and instructive, when divided into several.

Bread alone would form the subject for an excellent lesson; so would also the potato: and all the lessons upon vegetables might be rendered very entertaining, by the anecdotes connected with their introduction into England; such as the story of the fuchsia, brought by a sailor to his wife, on his return from a voyage; who, during his absence, could scarcely be prevailed on to part with it, though offered a considerable sum by a lover of flowers, who had been struck with the novelty and beauty of the plant. Many of the vegetables now in common use were cultivated in this accidental manner, especially in Cornwall and Devonshire, where the people are fond of gardening, and the climate is favourable to the growth of vegetables and plants. The different modes of preparing food would also give an opportunity for instructive lessons. A. G. B. C.

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### III. NOTES OF A LESSON ON THE QUARTERLY EXPENDITURE FOR CLOTHING OF A LABOURER'S FAMILY.

BY ANNIE E. BURR.

#### 1. INTRODUCTION.

The children will be told to suppose that a poor woman has to buy the clothes for herself and family. There are four children; the second boy has his outer clothing from a school which he attends; the youngest is an infant. After the household expenses for the week are defrayed, the woman has 3s. 3½d. left; that will be 1l. 19s. 6d. per quarter: this she must lay out to the best advantage.



## 2. MATERIALS EMPLOYED.

These should be strong and good, as far as possible, without being expensive. Calico, flannel, print, and Coburg, are the chief materials which a poor woman would have to purchase.

*The Calico* should be strong, without knots, and unbleached; if bleached calico be bought, it should not be stiff, because, if stiffened with lime, as is the usual practice, it will soon rot.

*Welsh Flannel* is the best. In buying it, care should be taken to see that it is all wool: if there be any cotton in it, it will be easily discovered by untwisting the threads at the edges.

*Prints* which will wash well should be chosen. The cheapest, which will bear frequent washing without losing their colour, are the blue-and-white and blue-and-yellow: if the pattern shows through on the wrong side, the colours are not likely to run.

*The Coburg* should be of a dark colour, and rather coarse, because, if too fine, it is apt to split.

## 3. EXPENDITURE.

<i>General Under-clothing.</i>		<i>s.</i>	<i>d.</i>
Calico (shirts and stays included) 24½	at 4d.	8	2
Flannel, 6 yards	at 10d.	5	0
Worsted for stockings, 25 ounces	at 1½d.	3	1½
Neck-handkerchiefs for man and woman		2	0
<i>Clothes for Man and Boy.</i>			
Two smock-frocks per year for man	at 7s. each;		
per quarter		3	6
Two smock-frocks per year for boy	at 3s. 6d.;		
per quarter		1	9
Hats or caps		1	0
Corduroy for trousers		3	9
<i>Clothing for Woman and Girl.</i>			
Two cotton dresses per year	at 3s. 6d. = 7s.;		
per quarter		1	9
Carried forward		£1 10	0½

	s.	d.
Brought forward . . . . .	30	0½
One Coburg dress (with lining) at 7s.; per quarter . . . . .	1	9
Muslin for caps . . . . .	1	0
Bonnets . . . . .	2	0
Shawls . . . . .	2	0
Print for pinafores and aprons, 4 yards at 6d. . . . .	2	0
Needles and thread . . . . .	0	2½
<i>Boot and Shoe Club.</i>		
Man to pay 2d., woman and children 1d. each . . . . .	0	6
Total . . . . .	£1	19 6

## 4. MORAL LESSON.

It is much better to have our clothing neat and clean, rather than smart. Our friends will notice our temper and manners more than our dress; and we should remember the proverb: "It's not the coat that makes the man;"—that is, outward finery will never hide a bad disposition.

In the Bible we are told not to adorn ourselves with outward apparel, but with "the ornament of a meek and quiet spirit."

## OBSERVATIONS ON LESSON III.

This lesson is very nicely arranged and put together.

The lesson was also rendered very amusing and instructive to the children. The remarks upon dress were good, and the quotation from the Bible suitable, and the opportunity well chosen to recommend neatness and gentleness. It amused the children to guess or to read the different items of expenditure with their prices on the slate.

The teacher was also careful in letting the children see she was aware when they guessed, or when they had had it on the slate.

The lesson was not completed; the summing-up could not be finished, nor the remarks introduced: but before finishing,

the teacher threw out a useful hint, that the children might finish the sum themselves when at home.

This lesson contains in itself a number of useful and interesting lessons; such as muslin, cotton, straw for bonnet, the history of flannel, and the varied prices of manufacture, from the raw material, whether obtained from animal or plant, to the finished production.

A. G. B. C.

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#### IV. NOTES OF A LESSON ON THE ART OF MAKING-UP THE CLOTHES OF A LABOURER'S FAMILY.

BY JANE SKYRME.

##### 1. GENERAL VIEW OF THE SUBJECT.

The children will be told that they must imagine the clothes of the family to be made at home by the mother and eldest girl, who is of great assistance in working at the plain parts. They will then be reminded of some of the principal points to be observed:

1. *In Cutting-out*, that our measurements are correct; that we draw or raise the threads previous to cutting-out, to insure exactness of proportion; only to tear calico the right or selvage way of the material; and to be careful that our scissors are sharp.

2. *In Making-up the Articles*.—The children will be required to mention the different stitches used in plain needle-work (such as hemming, sewing, running, stitching, &c.), and to show in what cases each is used; for example, hemming in fastening down a raw edge. If convenient, it is always best to make a seam of two selvages, which is much less clumsy than running and felling. We should also be very careful that our needles and cotton are of the proper size, in order to make our work both neat and strong; to take even turnings, that we may not spoil the shape or proportion of the article; and also to hold our work properly, to avoid puckering, &c.

## 2. BEST METHOD OF CUTTING-OUT A PLAIN SHIRT.

We must first double a piece of calico to the size of the shirt. Then we must take another piece of cloth, and cut out the several parts in the following proportions :

1. *Sleeves.* Length, half the length of the shortest side of the shirt-width, little more than half the width of shirt.

2. *Binders.* Length, that of sleeve and a quarter of a sleeve ; width, quarter of the shirt.

3. *Collar.* Rather less than the length of the sleeve.

4. *Wristbands.* Half the length of the collar.

5. *Sleeve-Gussets.* Three-quarters of the length of sleeve square.

6. *Neck-Gussets.* Two-thirds of sleeve-gussets.

7. *Side-Gussets.* Two-thirds of sleeve-gussets cut in two. Opening for front, one-third of the length of the shirt.

The shirt will be cut out before the children according to these proportions, and they will be required to compare the different pieces with a plan of the several parts drawn upon the slate ; and also with a shirt made on the same scale.

## 3. A FEW USEFUL LESSONS TO BE LEARNT.

When engaged in cutting-out any article of clothing, we should remember that all the spare pieces will be of great use, either in joining together to make some other article, to put by for mending, or to be sold for making paper ; hence we should carefully save all such pieces. We should also allow plenty of material when we are cutting-out, remembering the proverb : " Wide will wear, tight will tear." By a little carelessness in cutting-out we may spoil a large quantity of cloth ; and therefore we should think well about it before we commence cutting. By working carelessly needles are often broken, and cotton also is thoughtlessly wasted ; whereas by exercising care and economy in our work such would not be the case. In order to make good seamstresses we must combine quickness with neatness, and hence the necessity of continually practising

these qualities. Like any other art, needlework requires to be industriously pursued and persevered in, in order to repay those who engage in it; and on this account industry and perseverance are indispensable in order to make a good needlewoman.

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#### OBSERVATIONS ON LESSON IV.

This lesson is very well put together; and the opportunity is taken to show that, to make a good needlewoman, it requires thought, and many important habits and qualities. This is judiciously chosen, as few people point out the neatness, caution, perseverance, and forethought essential to cutting-out work and doing it well. Another well-selected point is that of the economical use of the spare pieces. These observations were not embodied in the lesson when given, as the time was taken up by preparing and cutting out the pattern shirt.

The children seemed interested by seeing the shirts cut out; and their attention was fixed by their being required to name the different stitches, and to point out the different parts of the shirt, from a drawing on the slate.

The teacher was evidently mistress of the subject, and could practise the neatness, order, and care she recommended.

The lesson was brought to an abrupt conclusion: this has not a good effect; and it would seem desirable that the children should be regularly dismissed, and the lesson terminated in an orderly manner.

The directions how to make the shirt are incomplete; this is a point on which care should be taken. The lesson could be divided into several, and made amusing and instructive by some account of needles, scissors, and other articles used in needlework, being introduced; or by some account of the materials used, as cotton, &c.

The length of the shoulder and armhole are omitted in the notes of the lesson.

A. G. B. C.

## V. NOTES OF A LESSON ON THE ART AND ECONOMY OF MENDING CLOTHES IN A LABOURER'S FAMILY.

BY S. ALLEN.

## 1. THE ART OF MENDING CLOTHES.

There is an art, or a certain skill required, to mend clothes properly. As soon as any article in wearing-apparel is torn by accident, or worn into a hole, it should be repaired immediately; or else the worn part will increase in size by use. It should not only be mended immediately, but also in such a manner that the piece put on does not tear away the part adjoining. If the article be old and thin, it should be mended with a substance similar in quality to it; that is, we should not mend old clothes with new or stout materials, or "the rent will be made worse."

## 2. THE ECONOMY OF MENDING CLOTHES.

If we mend clothes as soon as necessary, there will be an economy in three things: 1. *In Trouble*, as there would be more labour required to mend a large hole than a small one; for, as the old proverb says, "A stitch in time saves nine." 2. *In Time*, as it would take longer to repair a rent which had been made for some time, than one which had been recently done; and we should endeavour to remember that time is precious, and was given to us to improve. 3. *In Expense*, as it would take more cotton and materials to mend large holes than small ones.

## 3. THE DIFFERENT DIRECTIONS FOR MENDING.

The eldest girl in the family should, before washing-day arrives, sort the clothes that require washing, in order that those which want mending may be repaired before being washed. Stockings must not be mended before being washed; because, after being worn by labourers, the dirt makes them hard; and also in washing the stitches are liable to drop; and consequently it would be double trouble to mend them before and after washing.

1. *The Mending of Stockings.*—In mending stockings, the thin part should be darned as well as the hole. A card should be placed inside the stocking, which would enable the person to darn straight; and it would also prevent the stocking stretching. Loops should always be left at both ends of the darn; because, in washing, the cotton or worsted shrinks; and if they be not left, the cotton at the end of the darn will tear away that part of the stocking adjoining, and thus another hole will be made. In darning, we should take one thread and leave two. Sometimes the foot of a stocking will wear out much sooner than the leg; when this is the case, it should be cut off near the ankle, the stitches taken up, and a new foot knitted.

2. *Bed Linen.*—When the middle of sheets or blankets is worn, it is a good plan to turn the sides into the middle; and thus they will last much longer. Pinafores may be treated in a similar manner.

3. *Directions for Patching.*—The pieces left from the articles which have been cut out are useful for mending clothes.

When a patch is put upon a cotton article, it is a good plan to place the piece with which we are going to mend the article on the right side; and after it is sown on, to cut the piece at a short distance from the sewing, and fell it. This way is much neater than placing the patch on the inside.

When a patch is put on flannel articles, it should be washed before it is put on, as new flannel shrinks in washing.

When the mother makes frocks for the children, she should always turn a piece down on the top; because, when the bottom is worn out it can be let down, and thus the dress will be made tidy again.

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#### OBSERVATIONS ON LESSON V.

This lesson is well arranged; the various ways of mending, and the remarks as respects economy, very well put, especially that of the economy of time. The lesson was also equally well

given. All the points were introduced, the children's attention well kept up, and the lesson was quite complete at the end of the twenty minutes, to which time the lessons were limited.

This lesson might be divided into several.

The instruction about the stocking would form a very good lesson. The history of the card and the cotton used in darning might be another.

Children would perhaps be more careful if they were taught to understand the trouble, time, and skill it took to produce their clothes.

A. G. B. C.

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#### OBSERVATIONS ON ANN CARTER'S PAPER.

This paper has been selected from a great number on account of its being the most complete. The writer shows evidently that she fully considered every point, and introduced very sensible observations and quotations upon the questions relating to patience and cheerfulness; and her remarks respecting the boarders, the fire, the preserving of bees, the cleanliness of the pigs, the selecting the potatoes all of one size, were proofs of her having thought well upon the subject.

The other papers contained, apparently, nearly the same amount of information as the paper written by Carter. Of course, they varied somewhat, owing to some of the teachers being more familiar with country affairs than others. Most of the papers contained the same advice as to burns, and presence of mind in case of accident. And one or two, acquainted with the work of a dairy, described the necessary care and cleanliness requisite for dairies and cows very nicely, and especially pointed out the necessity of kindness to the animals. I think this duty should be always brought forward and recommended.

A. G. B. C.





### **PART III.**



# REPRINT

OF A SUMMARY

## ACCOUNT OF PRIZES FOR COMMON THINGS,

OFFERED AND AWARDED BY MISS BURDETT COUTTS,

1855, 1856.

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IN June 1855 Miss A. B. Coutts offered certain prizes for teaching Common Things, according to the following scheme:

I. There will be three sets of prizes, which in value will amount to 50*l*.

To schoolmistresses in schools connected with the Church of England who have pupil-teachers apprenticed to them, under Government inspection, in the county of Middlesex.

One prize of the value of 5*l*.;

Four prizes of the value of 4*l*. each;

Five prizes of the value of 3*l*. each.

To the pupils in the Whitelands Training Institution who are in their second year, and who have passed a Government examination at the end of their first year,

Ten prizes of the value of 1*l*. each.

To female pupil-teachers in schools connected with the Church of England who are apprenticed in the county of Middlesex, who have entered their third year, and not completed their fourth year of apprenticeship,

Eight prizes of the value of 10*s*. each.

II. The examination for these prizes will be held on a Saturday in June or July, at the Whitelands Training Institution. The competitors will have to attend for that one day, from 10.30 A.M. to 5 P.M. The examination will consist of two parts: (1) A paper of questions, to be answered in the morning; (2) An essay, to be written in the afternoon.

III. Before the prizes are adjudged to the schoolmistresses, Miss Coutts will endeavour, with the consent and assistance of the managers of the schools, to ascertain whether, in regard to the teaching of Common Things, the practical efficiency of the schoolmistresses whose papers are most approved, corresponds with the amount of attainment exhibited by those papers.

IV. In the event of the fixed standard of acquirement and skill in teaching not being attained by the respective competitors, the respective prize or prizes will not be adjudged.

V. This scheme is for the present experimental, and subject to any modifications which, after Midsummer, may seem expedient to the promoter. It has been submitted to the Lord Bishop of London, who in his answer states, "I quite approve of Miss Burdett Coutts's proposal, and shall be glad to have it known that it has my sanction." It has also received the official sanction of the Committee of Council on Education.

Miss Burdett Coutts also prepared the following Paper, to give to Schoolmistresses a general idea of the subjects of this Examination. They are requested to bear in mind, that they will be invited to write most fully upon those topics with which the circumstances of their neighbourhood, and of their daily life, have made them most familiar. Practical knowledge will be con-

sidered more important than knowledge gained only from books.

The schoolmistresses will be expected also to describe how they propose to teach these subjects in their schools, or the methods which they have already employed for that purpose.

#### SUBJECTS.

**I. FOOD :** Including the prices of different kinds of meat, vegetables, groceries ; the use and particular nourishing qualities of each ; also all that relates to the preparation of food for cooking, and its economical use.

**II. CLOTHES :** Including the use and value of the materials of which the various articles of clothing in common use are made ; also what relates to the cutting-out and making of clothes, and to the best ways of mending and altering them, and keeping them in an orderly condition, so that they may always be found when wanted, and always be in a wholesome and comfortable state.

**III. HOUSEHOLD ARRANGEMENTS GENERALLY :** The best means of preserving health by purifying the air in close situations, especially in times of sickness or in cases of infectious disease ; and the best means of keeping rooms at a proper temperature.

**IV. DUTIES OF SERVANTS :** Showing what the cook ought to know and do ; what the laundry-maid ; also what instructions should be given to servants in the country, especially in regard to their treatment of animals ; how they can best manage and dispose of their wages ; what moral qualities and personal habits are likely to render them most useful and happy.

**V. MANAGEMENT OF CHILDREN :** What instructions should be given to young persons going out as nursery-maids as to the responsibilities they incur when they take charge of a child ; what advice should be given to girls likely to be employed in household matters at home, or in the management of the younger members of their family.

VI. MANAGEMENT OF THE SICK: Including the keeping a sick-room in a proper condition, the preparation of food for the sick, the management of sick children, use of simple medicines; also on the common remedies which may be applied in case of sudden accidents, especially where presence of mind may save life.

The consequence was, that fourteen schoolmistresses, forty-five pupils of the Whitelands Training School, and twenty-four pupil-teachers, came to Whitelands, on July 7, 1855, to compete for these prizes, and were required to answer these questions:—

1. Describe the school now under your charge, stating whether it is in the town or country. What is the general condition of the children and parents? Whether common things have been taught in your school, and how you think such subjects can best be taught?

2. What common things can most suitably be taught to children who get their living in a town, or to those who get their living in the country?

3. Why is economy in the use of all articles a duty in every condition of life? Do you remember any passages in Holy Scripture which bear upon this subject?

4. If at any time the supply of water should fall short, or if it could be obtained only with great difficulty, what could poor people do to promote cleanliness and health?

5. In the case of a family of an artisan or a labourer in your own neighbourhood, consisting of a man and his wife, and six children between the ages of five and sixteen, state the probable amount of their weekly earnings; and say how it could be laid out to the most advantage, specifying the weekly expenditure, and the amount that should be laid by for rent, illness, or any emergency. Would you advise the wife to do anything by way of adding to the weekly earnings? If so, what? Give your reason.

6. Give the notes of a lesson on any subject, historical or geographical, and show how you would introduce into such a lesson the mention of common things. Show also what moral and religious reflections may be made upon these subjects.

7. Quote some of the stories which you are in the habit of using, or which your teacher has used, by way of familiar illustration, when talking to children about common things.

8. Give an account of the different grains used for making bread; and give a good receipt for making a 4lb. loaf, naming the weight of flour, &c.

9. State what you know as to the comparative waste of boiled, roast, fried, and baked meats; and the different advantages of each mode of cooking.

10. What opportunities are afforded you in the schoolroom of teaching children that tight clothes are neither economical nor healthy, or of inculcating habits of cleanliness and order? and how would you improve these opportunities?

11. What are the various reasons for teaching children the duties of kindness and consideration towards animals?

12. In the case of young girls going into service, or about to be placed in charge of younger children, what should you have to say on the subject of presence of mind; or of the duty of never deceiving children, or pacifying them with false promises?

13. In the case of sudden emergencies—such as a child fainting, clothes catching fire, a severe scald or cut—what habits of mind would you cultivate? What measures should you take at the moment, and how would you turn such an event to good account?

14. What simple remedies would you use in the case of a cold, cough, or sore-throat?

15. Suppose an infectious complaint were to break out in a school, and the school not to be broken up, what would be the best measures to adopt under the circumstances?

16. Give an account of what you consider the necessary qualifications of a cook, laundry-maid, housemaid, or nurse. State the usual wages of such a servant; what articles of dress would



be most suitable for her particular occupation; and how much you think she ought to save. If you were required to select a nursery-maid for a lady's family, what questions would you put to the children whom you thought most likely to suit for the purpose? What moral qualities would you deem most essential?

17. What is the present price of tea, coffee, and sugar? And state how much of each is sufficient allowance per week for one person.

18. Enumerate the different darning stitches. For what articles should they severally be used? Give full directions for making a man's shirt, a housemaid's apron, and knitting a stocking.

19. If you were requested to provide a sufficient and suitable outfit for a schoolmistress, what materials would you recommend, and what would be the probable quantity required for each article, and the price per yard? What articles of clothing would you recommend for a housemaid in a gentleman's family? What are the objections to cheap and showy articles?

20. What are the advantages and disadvantages arising from the English and French methods of clear-starching and getting-up of linen? Give Twelvetrees' receipt for washing; and state whether or not you think the clothes would be more injured by this process than by the old method of rubbing.

The object which Miss Coutts had in view, and the way in which she carried out her object, may best be understood by the perusal of the letter which she addressed to the Rev. Harry Baber, the Chaplain at Whitelands:—

*Stratton Street, April 9, 1856.*

DEAR SIR,

I have at length visited all the schools where the schoolmistresses and pupil-teachers have competed for the Prizes on Common Things, and I have read the papers they wrote, as well as those of the Whitelands pupils. The course I adopted in making these visits was, to ask the managers of the schools, a few days

beforehand, if I might come there at an appointed time, accompanied by some friends, to whom I am indebted for kind assistance in taking notes of the lessons. The selection of subjects I usually left to the givers of the lessons; in cases where I was offered a list of subjects to select from, I chose one myself.

The Five-pound prize I think it best not to give. Besides that I cannot find in any one among the competitors decided superiority, the subject for which the prizes were offered does not seem to have yet attracted so much consideration as its importance required. This is owing, probably, in a great degree, to its not having been hitherto among the subjects most prominently brought forward by the Committee of Council on Education.

The Four-pound prizes I would give to Miss Cox, of Christ-Church Schools, Albany Street, St. Pancras; Mrs. Bragg, St. Stephen's, Westminster; Mrs. M'Intyre, of St. John's, Horseferry Road, Westminster; and Miss Ramsay, of the National Schools, Hanwell. These schoolmistresses appear to me to evince the best practical knowledge, and to have imparted to their pupil-teachers clear and sound views as to the great utility of industrial training. I cannot judge so well of the results of the teachers' endeavours in any other schools as in those of St. Stephen's, Westminster, with which I am peculiarly connected. Of the indefatigable zeal and energy of Mrs. Bragg, and of the beneficial results of her endeavours, I can speak from experience; but I observed with great pleasure the good management of the Christ-Church and Hanwell Schools above mentioned, and the pains taken there, reflecting the highest credit on their managers and schoolmistresses. Miss Ramsay appeared to have considered particularly the utility of giving good patterns in teaching the cutting out of articles of clothing. She had observed one for a shirt described in some publication, and, with much good sense, cut it out according to the directions given, and introduced the pattern into the schools. At St. John's, too, Mrs. M'Intyre appeared to be carrying on a very useful work, under much encouragement from the managers. The

children at this school are more particularly the children of the poor; and the information she communicated to them struck me as being particularly adapted to their need. She also evinced much thought and ingenuity in respect to the cutting out and making up of needlework.

The Three-pound prizes I would give to Miss White, of Trinity, Stepney; Miss Wilby of Christ Church, Chelsea; and Mrs. Cheadle, of the Bayswater Schools, Paddington. The papers given in by Miss White and Miss Wilby were very superior, as were also the lessons they delivered; but, on account of their being infant-schoolmistresses, the same opportunity did not offer of forming an opinion as to the extent of their practical knowledge in the teaching of these subjects. Mrs. Cheadle was particularly intelligent in the instruction she gave, and anxious as to the introduction of industrial training, and happy in her method of teaching; she has not, however, as much experience as the others. In making this selection, I have been especially guided, first, by the manner of the children who answered the questions of the schoolmistress; and, secondly, by the attention bestowed upon needlework in the schools, in all the branches necessary to the cutting out and making of clothes. In these schools I noticed that the children were accustomed to answer questions with a ready interest and intelligence, and that the domestic importance of needlework was duly appreciated.

The Ten-shilling prizes to pupil-teachers I would give to the eight whose names will be found at the end of this Paper. Judging from the lessons they gave, they are the eight pupil-teachers who appeared upon the whole to have best considered the subjects in question, and who showed most aptitude for imparting such information to others.

The Whitelands pupils in training selected for the One-pound prizes were chosen for their papers only. The preference has been given to those replies which I considered showed the best information or observation, or which on any one subject were the most simply and clearly expressed. I was not influenced by any reference to the handwriting or composition, as



these formed no part of the subjects given for the prizes ; but, with very few exceptions, all the papers were more or less defective in these points. I most earnestly wish that a better style of handwriting could be introduced into our female schools; that which at present prevails is so extremely bad as to become confused and almost illegible. In setting aside the papers that I thought the best, I have always preferred those written in plain easy language. It is too much the custom to use hard words, which are quite unnecessary, instead of easy words that are equally forcible and expressive: the absurd result is, that valuable time is lost during a lesson in explaining the meaning or derivation of some word used, instead of impressing upon the children the use and history of the thing that it often most imperfectly expresses to them.

Thinking that the managers of the schools and the competitors for the prizes would like to see some of the results of the competition now brought to a close, a selection has been made from the essays, and the answers to the printed questions, and a list of the subjects of the lessons, with such remarks upon them as the papers and lessons suggested ; and a few additions have been made which appeared likely to make this little record more useful.

The competitors, one and all, showed that they took more than a temporary interest in the subject of industrial training, and induced me to believe that they will at all times strive to advance the work which these prizes were intended to further. Having become personally acquainted with them in the progress of this scheme, I must always feel much interested in their endeavours to do so ; and I shall be gratified that they should possess, through this little record, a remembrance of this attempt to foster industrial teaching,—a subject which must ever excite the deepest interest in those who love children, and who think with me that, next to direct scriptural instruction, no other teaching renders such valuable aid in the formation of Christian character and habits.

A long delay has arisen in the settlement of these prizes,

which I should thank you to cause to be explained. Last summer I was prevented from proceeding with the plan by the breaking-up of the schools for the holidays. In the autumn, while travelling abroad, I was suddenly involved in deep affliction. It pleased God to withdraw from my daily life the encouraging and cheering influence of a dear true friend, and to leave solely to my care the object of his nearest affection, whose loss is even greater than mine.

You, who knew Mr. Brown, and who will remember the interest with which he helped us on a former occasion, will imagine how I have missed in this work his ever-ready and kind aid. You will feel how happy it would have made him to have assisted with his experience and sound sense in making the medical suggestions contained in this record. During this season of bereavement the resumption of the scheme now brought to a close became for a time impossible; and then, even when that sad period had passed, made it a very painful duty to myself and to his widow—the dear friend who has helped me throughout this plan, and to whom I am indebted, not only for whatever information I may possess, but for my first interest in these subjects, and for the first direction of my mind to the observation of the multitude of objects of usefulness and beauty with which a merciful Father has surrounded us. From her I first learnt that happiness and comfort are the exclusive possession of no condition in life, but are attainable by most people; proceeding out of common things and simple pleasures, and seldom indeed, if ever, to be wholly missed by those who walk carefully and reverently in the footsteps of our Great Example, and who cherish a humble sympathy with all the work He has intrusted to the hearts and hands of His children.

I return the papers written at the examination (with a short remark upon each), in order that they may be restored to the competitors when you inform them of the prizes having been awarded, together with the other arrangements made. I have made a mark against the answers, and against some of the suggestions in the selection made from the essays and answers,



which accompanies this note; and I should be glad if you would favour me with your opinion as to which you think the best method of arrangement, or any other observation which may occur to you on reading it over.

Yours very truly,

A. G. BURDETT COUTTS.

The following selection presents the best specimens of the general information contained in the essays and papers written by the candidates on that occasion. It contains descriptions of the plans already adopted in various schools, with a portion of each essay "on teaching common things," and the answers to twenty printed questions. As many of the essays necessarily repeat the same ideas, those portions only have been quoted which yield the most useful suggestions. Nearly all of these were found in the papers written by the schoolmistresses and the Whitelands pupils; the range of information in the essays of the pupil-teachers being more limited, in consequence of their youth and greater inexperience. A few selections, taken from the pupil-teachers' answers to questions, and showing their ideas as to expenditure, have been made; and in an Appendix have been added some real accounts of domestic expenses, obtained—without any intrusive inquiry into private circumstances—from persons who willingly furnish them when the object for which they were required was explained. A comparison between the two lists may suggest some useful considerations as to the management of wages, and the best manner of buying food and other household articles. These actual expenditures, together with the hints on cookery and the plan of needlework adopted in St. Stephen's Schools, Westminster, are the only additions to the original papers from which this selection was made. The St. Stephen's plan is inserted on this occasion because it has been found

to work so well, and, wherever mentioned, to be so much approved.

It was convenient that those portions of each essay which relate to the introduction of common things into ordinary school-lessons should form part of the answer to the first question. The remarks of Mrs. Salter and Mrs. Bragg on the expediency of giving industrial instruction in separate lessons deserve attention. Mrs. Salter's observations on the caution with which such subjects should be introduced into the general school-lessons are important. She very properly shows that the abrupt introduction of such subjects may cause much confusion in the minds of the children. Mrs. Bragg raises the question whether industrial knowledge, although it may be otherwise imparted, should not be made a distinct and separate branch of tuition. It should not be forgotten, that in schools under Government inspection the pupil-teachers are under instruction as well as the children. With this object, as well as with the especial view of rendering them efficient teachers hereafter, schoolmistresses should not only endeavour to make their lessons in geography, history, &c., the means of conveying useful instruction to their pupil-teachers, but they should also give to them distinct lessons on household matters; otherwise a great risk must be run, that numbers of young persons (unsuccessful candidates for certificates) will be thrown upon the world very ill-qualified for any sort of occupation. All who have had experience in object-lessons will probably concur in Mrs. Randall's remarks on that subject. Object-lessons are apt to tempt the teacher to confine her instructions to the specific nature of the object, without extending them to its general uses. Thus the children may be required to state the dimensions of the leaves of a plant—say the tea or cotton plant—without being taught how it is that it

provides an agreeable beverage or clothing for their own use.

The 2d, 6th, 7th, 18th, and 19th questions were, on the whole, the least well answered. The answers to the second contained usually a fair amount of information as to the teaching of common things, equally suitable to children in towns and children in the country. It would not be wise, perhaps, to instruct children too minutely on points peculiar to the locality of their school. Their time for learning is short; seldom long enough to qualify them for the general duties of their station. Scriptural knowledge, with reading, writing, and arithmetic, is of the first necessity; and to burden them with other subjects to an extent that interferes with a thorough knowledge of the essentials of education may not be judicious; but it would seem reasonable that some attention should be given to that kind of special instruction which may best be adapted to the probable occupations of the children, according as they may be situated in an agricultural or manufacturing district, or in a town.

Stories bearing upon common things, such as are alluded to in question 6, would, if conveyed to children in familiar language, be a help to teachers; who should always remember, that stories so introduced are intended to fix the subject of the lesson in the minds of the children, and should therefore never be made wearisome, or be substituted for the lesson itself. Very few stories, of the many which exist relating to the discovery of plants, and other objects, were quoted in the answers to this question.

One of the two answers to the 6th question suggested the expediency of some plan by which lessons given by the pupil-teacher should always be written down, or by which, if she make any mistake, it should be promptly explained to the children. The answer was given by a very young pupil-teacher, and showed promise of future usefulness in teaching. Not knowing that pigs are more comfortable



and thrive best when kept clean, she persisted in representing the animal as fond of dirt. The inconvenience arising from even the minor mistakes of a teacher is not perhaps fully seen; for, not only have the children henceforth to unlearn many errors, but they may acquire the habit of doubting the truth of what they have been correctly taught in matters of more moment.

Questions 3, 4, 5, 8, 10, and 20 were generally fairly answered. The directions for making the quartern loaf, and for Twelvetees' washing receipt, are selected as those from which it would be easiest to learn to do the things explained. Many excellent remarks were made on the 16th question, on a conscientious regard for the property of others, whether consisting of food or other objects placed in the care of servants. This point cannot be too strongly brought to the notice of young girls going into service. The answers to the latter part of the 10th question, relating to careful and orderly habits, will forcibly suggest a remark to all who visit schools, that in the disorderly manner in which the children are often permitted to scramble for their shawls, caps, and bonnets, when school breaks up, a good opportunity is lost for inculcating carefulness, and even cleanliness. As the children grow older, they naturally draw comparisons between the precepts given as to the proper care of clothes, and this disregard of them in practice every time the school is dismissed. This inconsistency so frequently suggests itself on visiting schools, both in London and in the country, that the present appears to be a fitting opportunity for observing upon it. It cannot be difficult to make such arrangements as would not only avoid the evil, but as would afford occasion for instilling neatness and order.

The answers to the 19th question referred the objection to cheap and showy attire principally to economy—a duty certainly to be impressed, as much with reference

to dress as to any other branch of expenditure. But besides extravagance, that want of self-respect and of common sense which is especially manifested by a style of dress unsuitable for the occupation of the wearer, whatever may be her condition in life, was not touched upon.

The answers to the 9th question were generally fair in regard to good, straightforward, and unvarying cookery, but showed little ingenuity in the preparation of food. There is so much variety, and many small luxuries, happily generally within the reach of the labouring man or artisan's family, that the *Hints on Cookery* and the *Recipes* have been added, to show how much pleasant variety might be obtained by the exercise of a little thought and economy; and they may also serve to show, that things are frequently thrown away or wasted in small kitchens, which might be made valuable and attractive as food; and that a skilful use of many nutritious articles little regarded might add to the enjoyments and fireside comforts of the families of tradesmen, and others who are above the condition in life of daily labour. To such families a knowledge of domestic economy, especially in the matter of food, must materially extend their ability to be useful to their poorer neighbours, either by actual help or as good examples.

No special answers have been quoted to questions 13, 14, and 15. They contained generally so much simple and safe information, that all the information has been put together, and the mistakes pointed out. This has been done with the kind help of a medical gentleman. These answers strongly suggested the necessity that no lessons should be given by the younger teachers on the subjects comprehended in them, except in writing, and with the approval of the schoolmistress. Even slight mistakes in such matters are liable to be the cause of dangerous, or even fatal, consequences.

Some of the most pleasing papers are those in answer to questions 11 and 12. They are written in a spirit of great kindness. It is much to be hoped that the advice proposed to be given to nurses and nursery-maids in these answers will tend to beneficial results, most particularly in regard to the treatment of God's dumb animals,—a subject hitherto little considered, either with reference to the poor creatures themselves, or to the habits of cruelty too often allowed to be formed in the minds of children. In an agricultural district, great opportunities are afforded for teaching kindness to animals; and even in towns this habit may be early taught. Few will ill-treat the useful and interesting creatures which afford pleasure to man or lessen his toil, whose minds have been early trained to feel an interest in their instincts and habits, and who have been taught to remember that the Almighty has endowed all creatures with life and feeling, whether they be small, ugly, or beautiful, and whether their useful properties have or have not been discovered. The beneficial influence so exercised upon the characters of young persons is immense. Such teaching is, in fact, fostering habits of observation and thoughtfulness; and it is impossible to estimate how deeply a child is indebted to those who teach it to be reflective and observant.

Upon the whole, it will perhaps be considered by those who rank industrial training highly, and think that, with scriptural knowledge, it should form the basis of all education, that this competition has produced cheering results. A large proportion of teachers have been appointed to National Schools amongst the poorer classes during the past year, who have acquired a considerable amount of this sort of knowledge, and who feel a deep interest in imparting it. The point now to be attained seems to be some better means of introducing instruction

of this nature both into schools in general, and into the routine of study laid down for pupil-teachers; and it is to be hoped that the Committee of Education will lend a helping hand to individual efforts in effecting the object, and also, that the managers of schools should consider the most efficient mode of having common things taught. No one can have considered the subject of education without feeling an earnest wish that industrial teaching should form a chief part in the culture of the youth of all classes. The want of it leads to many evils; but to enlarge upon these would be beyond the object of this Summary, which has been drawn up simply under the impression that it would be of interest to the competitors for the prizes now awarded, and to the managers of the schools to which they belong, to be made acquainted with some of the results of the competition, and with the remarks it has suggested to the promoter of the plan and to those who have kindly helped to carry it out.

1 *Stratton Street, May 1856.*

Since these pages have been preparing for the press, the Report of the Rev. F. Cook, her Majesty's Inspector of Schools, has been published. The Government and the country must feel much indebted to this gentleman for stating emphatically, that the wish generally felt by those who take an interest in the subject is, that the education given in schools should be of a religious and practical character; and for clearly explaining that it is equally the wish and intention of the Committee of Education to promote this object, and to afford every encouragement to industrial training.

I cannot let this opportunity pass without expressing how much the managers of the St. Stephen's Schools, Westminster, value the kindness and readiness with which

Mr. Cook has always given the weight of his sanction to all the suggestions which, in their opinion, seemed calculated to render the working of the schools more efficient and useful; and more particularly with respect to the teaching of needlework to the pupil-teachers, as well as in the school, in both its branches of plain work and of cutting-out.

NAMES OF PARTIES TO WHOM THE PRIZES HAVE BEEN  
AWARDED.

SCHOOLMISTRESSES.

*Prizes of the value of £4 each awarded to*

Miss Cox . . . .	Christ Church, St. Pancras.
Mrs. Bragg . . . .	St. Stephen's, Westminster.
Mrs. M'Intyre . . . .	Horseferry Road, Westminster.
Miss Mary Ann Ramsay	Hanwell, Middlesex.

*Prizes of the value of £3 each awarded to*

Miss Wilby . . . .	Trinity, Chelsea.
Miss White . . . .	Trinity, Stepney.
Miss Cheadle . . . .	St. Mary's, Paddington Green.

PUPILS IN THE WHITELANDS TRAINING INSTITUTION.

*Prizes of the value of £1 each awarded to*

Margaret Barton.	Jane Maskell.
Emma Bullock.	Jane Masterson.
Elizabeth Dudley.	Maria Roalfe.
Jane Hillier.	Sarah Watkins.
Elizabeth Hubbard.	Delia Williams.

PUPIL-TEACHERS.

*Prizes of the value of 10s. each awarded to*

Mary Bailey . . . .	St. Mark's, North Audley Street.
Ann Cotton . . . .	St. Michael's, Highgate.
Esther Catherall . . . .	St. James's, Bethnal Green.
Mary Kemplin . . . .	Christ Church, St. Pancras.
Emma Wood . . . .	St. Martin's-in-the-Fields.
M. Southam . . . .	All Saints, Gordon Square.
L. Durant . . . .	Trinity, Chelsea.
Elizabeth Cobby . . . .	St. Stephen's, Westminster.

## LESSONS ON COMMON THINGS.

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### QUESTION I.

*Describe the school now under your charge, stating whether it is in the town or country. What is the general condition of the children and parents? Whether "common things" have been taught in your school, and how you think such subjects can best be taught?*

ELIZABETH GLOVER.

The school in which I work is situated in town. No particular manufacture is carried on, most of the inhabitants above the labouring class being engaged in trade or commercial pursuits. Of the labouring portion some are mechanics, earning from 24s. to 30s. per week; others are porters, or common labourers, earning from 16s. to 22s. per week. The children of the mechanics are usually neatly clothed, comfortably fed, and able to pay the school-fee: in some cases the mother adds a little to the income by the use of her needle. Of the poorer class, many of the children are decent in appearance. The mother is usually a hard-working person, bringing up her family to habits of industry and economy, by which means they contrive to pay into the clothing-fund or shoe-club. Many value these institu-

tions very much. Among the improvident poor the home is dirty and wretched; the children ragged and untidy; irregular in attendance at school, and never there on the Sabbath-day. Sometimes illness or misfortune will conduce to this state of things; but then, fortitude to strive against it, submission to and trust in God, are always wanting. How beautiful is the character of the devout and humble poor! What pleasure it is to help such forward in their path! I have felt that one of God's special blessings to me has been to view the bright side of things. If I can then only induce the desponding poor to do the same, I feel that a great evil is overcome.

The children in my school are not practically taught common things. I sometimes give them a lesson, in which I endeavour to inculcate ideas of economy, industry, and an attention to what are called trifles, and especially to the value of time.

I require my first class to bring to school next morning, on their slates, the substance of what I have said, with any remarks they please to make. One afternoon is allowed them in which to do their own work. I encourage them to bring their stockings to darn, and other articles of clothing to repair.

I am frequently asked to cut out something for them, which I always do.

As many of the children from our National Schools will in after-life become domestic servants, it would be well to teach them that not only in needlework, but in household work, cleanliness and neatness are required. Let them be told that everything, when not in use, should be in its place. Teach this by having books, slates, work, and other things put in their places; never allow ink to be thrown out when the ink-pots are washed; provide a bowl in which to place the soap, instead of leaving it in the water, and



show them how wasteful this practice is; allow no broken needle to be flung on the floor, no pins wasted, no fresh cotton taken till the last is used up; when cutting-out, do not throw the pieces on the floor, save all that can possibly be used in a lower class. By such means habits of carefulness and order may be impressed on their minds. Teach truthfulness and punctuality by your own example. Children will always imitate. In this way much may be done towards fitting a girl for service, though you do not actually practise washing or scrubbing. You can ask various questions to bring out the ideas which children have as to the value of money, the most profitable manner of expending it, the materials they would purchase, the quantity required, &c. Impress upon them the duty of early rising, and how much of their own as well as other persons' comfort depends on this.

SARAH CHAMBERS.

The girls receive lessons twice every week on this subject (common things) from mistress, or pupil-teachers. Heads written on black-board, and mutual questioning allowed. Once every week the children write abstracts of some common thing, which are read aloud to the whole school during the afternoon, when the girls are at needle-work. This plan works exceedingly well. The children are anxious to bring something new, and often ask their mothers how to do and make things, that they may write at school. After each abstract, the girls hold up hands who have any remark to make, any error to correct, or suggestions to offer. They thus find out the different ways of doing things, and the mistress points out the best, or proper way. Instruction in common things may be combined with almost every subject taught in the school. Incidentally, it may be made the subject of many pleasing associations.



More, perhaps, may be done by a constant reference to it than by absolute lessons. By paying attention to trifles, great things may be effected. Let the school-room, classroom, stoves, windows, &c., be kept clean. Show real concern about these things: a word of praise when all is in order, a look of regret when it is not. Try to make the children take pleasure in keeping every slate, book, pen, pencil, in its proper place—"a place for everything, and everything in its place." Every drop of ink should be carefully removed from desk or floor. Try to lead the children to feel it a sort of disgrace to spill ink, soil books or work. In unpicking work it is often injured. At the commencement of school, let each class be examined, to see what hands, face, nails, neck, ears, are well washed, and hair, shoes, clothes, are clean and tidy. Occasionally point out a clean-looking child as a pattern. Notice that a neat patch on a frock, especially if put on by the girl, makes their clothes last much longer, and in better condition than others'.

In giving a Bible-lesson, point out that as God sends rain, dew, &c. to refresh and cleanse plants, trees, and the earth, so man should use abundantly of that same useful water, with which we are generally well supplied.

#### HELEN RUSH.

I teach the elder girls to be tidy by getting them to attend to little matters, such as keeping inkstands clean, dusting maps, repairing books, and keeping boxes and slates in order; and this they now perform very satisfactorily.

I give object-lessons very frequently, that they may know where most things come from, and the uses to which they are applied. This is, I think, the best way to impart a knowledge of common things.

It is well to know that our warm flannel at one time

clothed the sheep; that at a certain period of the year the animal is shorn of his coat; that this is cleaned, spun, and woven for our use;—that our shoes at one time were the covering of the calf;—that our gowns, and other cotton garments, were growing in the vast plains of America;—that the coals which give comfort and brightness to our firesides were hidden in the bowels of the earth.

Finally, all education has but one object—that is, to fit us “so to pass through things temporal, that we may not lose things eternal.”

#### EMMA PRICE CHEADLE.

The first class are made thoroughly acquainted with the book for female schools published by the Irish Board. Some of them take it in turns to scrub the school-room floor every week, to sweep and dust it twice a-day. They make their own clothes, and shirts, for the boys. We sometimes have a conversation in the first class as to how potatoes should be cooked, &c. Children are taught how houses should be kept clean and ventilated; and how sick brothers, sisters, or mothers attended to; and how they should mend and keep clean their clothes.

With respect to arithmetic, children should not have sums given out to them which they cannot comprehend. The girls should be taught to work bills-of-parcels. In the lower classes, they might have such questions as these: If mother sent you for half a pound of butter at 1s. per pound, and one ounce of tea at 4s. per pound, and she gave you 1s., how much would you have back? In the first class, let them make out regular bills and receipts,—dressmakers', groceries, butchery, &c.

In giving lessons on natural history, the goodness of God should be pointed out to the children, in adapting the parts of the animal to its habits. Again, teach them to

be gentle and kind to animals; boys particularly should be taught this, as they often have horses, &c. to drive, and animals to kill; and though the latter must be done, yet there are right and cruel methods of doing this.

FRANCES STAINES.

The manner in which I teach the children the use of the different materials for wearing-apparel, is by buying the materials and making the girls cut them out, or having them cut out before them. They are then made, and sold to the parents at cost-price. I think the best method of teaching household matters would be (where the mistress has apartments), to cause each of the elder girls in their turn to attend to the keeping them in order, and also to attend to any cooking the mistress may require.

HARRIET FRANCES SALTER.

Common things may perhaps be best taught by inter-mixing them with other subjects, except in some cases, where special lessons are required. A plan attempted in my school, is that of familiar conversation between the teacher of a class and the children during the hours employed in needlework. Sometimes the girls ask each other questions, the answers always being carefully noticed by the teacher. In this manner the children correct their own and each other's wrong ideas and habits, and take a delight in trying to gain such knowledge as may enable them to ask useful questions, any trifling ones being disregarded by their teachers.

They are encouraged to bring needlework from home as much as possible; and the manner of making the various articles upon which they are engaged is pointed out to them. The elder girls are taught to prepare their

own work, and to cut out the simpler articles of dress. They also have the charge of sweeping and dusting the school-room during the dinner-hour.

Common things, when introduced into ordinary lessons, should be naturally drawn from the subject-matter of the lessons. If they are so introduced, they will be likely: 1. To impress the minds of the children, as they will connect them with the facts of the lesson. 2. The children will feel that the knowledge of them must be of great importance, as their teacher takes notice of them so frequently. 3. The lesson will be made more interesting if the affairs of daily life are connected in their minds with it. 4. It will, by degrees, furnish them with a store of most useful information, which they will be more likely to retain, as they will have gained it almost insensibly; and when their memory brings the facts before them, the remarks on "common things," or other subjects, will also return. If the subject be introduced abruptly, it will distract the minds of the children; for, being engaged with two distinct subjects at the same time, they will probably lose the greater part of both.

*In History.*—Common things may be best introduced, perhaps, when we are considering the manners and customs of the people under notice. These may be contrasted with those of the present day, and the advantages or disadvantages pointed out. Every opportunity should be embraced of introducing common things, moral and religious principles, into any subject of history, as the object of teaching history is not so much to store the minds of the children with a number of facts, many of which will never be of any possible use, as to endeavour to make them good patriots and Christians, and useful members of society (at least I feel it so). The government and religion of her own country should be subjects well

understood by every child; if so, they will be properly appreciated and loved.

*In Arithmetic.*—The questions selected for the children's working should be such as relate to everyday life. They will thus be taught arithmetic as a study, and common things incidentally.

Great attention should be paid to the recreation or physical exercises of the children. In schools where there is no playground, physical exercises should be employed. Such of these must be chosen as will most conduce to the health of the children, who should be made to feel the importance of loose clothing and exercise. Those tending to open the chest are particularly useful, and will help to show the great evil of tight clothing. All the arrangements of the school should be such, that the children might learn and take pattern by them; different offices, by which they are required to keep certain things in order, may be given to the children. They will take a pride in performing these offices, while they will be exercising cleanliness, neatness, frugality, and punctuality; thus, if a girl has charge of the books, she has to see the cupboards are clean and tidy, that no books are torn, but in their proper places, and given out just when required.

MARY ANNE RAMSAY.

The school under my charge is at Hanwell, a distance of eight miles from London, and therefore possesses to a certain extent both the advantages and disadvantages of a country school. In the morning I have charge of the younger children; boys and girls in the afternoon. On this account, I have not the influence over the elder girls I might have, if they were always with me; but the difficulty will soon be obviated by the completion of new schools, where every convenience is provided for a girls'

school. Nor is the present system without its advantages, as the boys are more influenced by the greater kindness of a female than a male teacher. With regard to common things, they have been taught only to a limited extent, on account of the above-named disadvantages. But there is not a lesson in which something of the kind cannot be taught: cleanliness, tidiness, and neatness may be taught in every lesson in which the children take the greater part, as writing in copy-books, reading, the manner of holding the books and turning over the leaves. Personal cleanliness and neatness should always be enforced. The elder girls receive particular instruction in these things during the time they are engaged about needlework and the sweeping and dusting the school. It is a good plan to select some of the elder girls, and to let them spend an hour every day by turns in the mistress's house, where everything that is necessary upon first going out to service can be taught, and the house can be kept a model of neatness.

Writing in copy-books is one great means of teaching neatness and cleanliness. A child, when it commences writing, is apt to blot or smear its book; the evil consequences of this, if repeatedly done, are apparent—a habit of untidiness is acquired. This should be pointed out and remedied.

#### HARRIET BRAGG.

Common things certainly might be taught in our schools in the ordinary historical and geographical lessons. I would not wish the children through life to confuse their duties and ideas, but to have a methodical plan in all their occupations. Common things, it is true, might be brought in at the end of every lesson; but that would be but a poor place for so important a subject.

An historical lesson, by comparison especially, may bring forward dress, with economy, tidiness, &c.; fuel, food, &c. A geographical lesson may bring us to cotton, flax, silk, &c. But, after all, the lesson would not be, I think, either a lesson on history, geography, or common things strictly so called, although the latter might be introduced. Common things, to be properly taught, and from which such incalculable benefit may be hoped, is deserving of distinct time and distinct study. I would wish to collect the elder girls in the gallery in a class-room during school-hours, and there give them a lesson on common things alone.

About four times weekly, of half-an-hour each, would teach them much on that subject; when the lessons, to become attractive, should be illustrated either by pictures or drawings by the teacher.

A conscientious and faithful teacher will always find opportunities occurring in which she may bring forward common things. A constant habit of being late at school suggests a lesson on early rising; a love of dress, on economy; a time of sickness, on ventilation and cleanliness; and an accident, on presence of mind and patience. Natural history seems to present many opportunities for the teacher (if common things be introduced with other lessons)—as, the bee, for forethought and frugality; the ant, for industry. Plants, as an illustration of the benefit of cleanly habits, requiring washing as well as nourishment, &c.

Let the subject, so important, however, be a lesson of itself, with moral and religious application: generally to be met with, on almost every subject, in the Scripture, in history, and in a person's own private affairs.

ELIZA FRANCES WILBY.

In giving lessons upon the ordinary subjects taught in a school, opportunity must occasionally be afforded for the introduction of remarks upon "common objects."

*In teaching Geography.*—With respect to the productions of a country,—for example, England,—when speaking of its productions, either mineral or agricultural, reference should be made to the value, use, and cost of those that come within view of the children in their daily life, and with which they have to do; for instance, coal, stone, chalk, silver, corn, oats, and barley. The sheep: its uses, in providing us with food and clothing; the bones, for making different articles, such as handles for knives and forks, &c.; how kind we should be to that and all other animals which God has created, and which tend to increase our happiness. We should also, during the lesson, impress upon the minds of the children to be careful with their clothes and their food, which is all provided for them by God, either from some animal or the labours of man.

*In Reading-Lessons.*—If, for instance, the children are reading a lesson upon milk, some useful remarks might be made as to the qualities of milk, its uses, and the different things that are made from it, such as puddings. It might also amuse them, and at the same time instruct them, if they were told how to make a pudding, or thick milk, &c. If reading about tea, or potatoes, they might be told how to make tea, what to do with the leaves, such as to give them to some very poor person, who would be glad to accept them. If reading about potatoes, they might be told the best method of cooking them, and that even the parings, if boiled, would make a nice meal for fowls or pigs.

*In Arithmetical Lessons.*—Instruction in common things might be given, in showing them, first, how to make



out a bill, then requesting them to do the same for themselves, and telling them how to go to market, and the most economical method of spending their money.

I think that it would be well in a girls' school to set apart at least one or two hours during the week for special lessons upon some branch of domestic economy.

CATHERINE ELIZABETH M'INTYRE.

*Arithmetic.*—Simple sums are most useful in training children to think. They get thus to like their work by connecting it with something they understand, such as going out shopping, and spending a certain amount, how much left. Easy bills-of-parcels are very good for girls. Show how careful they must be in their work. A little mistake in the commencement causes all the work to be wrong: so, too, some thoughtless action in youth may give trouble all through life.

*Needlework.*—This I consider to be a most useful part of a girl's education. She should be taught to purchase the most useful materials, such as flannel, alpacas, cotton, and Coburg cloth. Flannel, as it is a bad conductor of heat, should be worn next the skin, as it preserves us from sudden chill, to which we are so liable in this changeable climate. Cotton, owing to its price, is within reach of all. Good can be bought for 3*d.*, and remnants for 2*d.* per yard. I have tried the latter, and found it answer for boys' shirts, &c. Too coarse calico is not so good as middling. Prints for common dresses, and alpacas, &c. that will turn, are very useful. There are many other materials, such as linen, &c.; but they are not so cheap for common purposes. For boys, brown holland, twilled tweed, and alpaca, make good blouses. Care must be taken in giving out the sewing materials, such as needles, cotton, thimbles, &c. Patchwork has been of great service in my school for petticoats for

poor children. It is best to count needles when given out, and also when they are taken in. Those at 4*d.* per hundred are generally used. Nos. 6 and 7 are most serviceable; but it is well to have them of all sizes.

*Thread.*—As I use so much in giving it out to mend ragged children's clothing, the skein-cotton at 1*s.* 8*d.* per pound is the cheapest. When a girl's frock is torn, it is well to make her wrap it up in a shawl and mend it at school; I think it a lesson she will never forget. Coloured cotton, at 4*d.* per quarter-pound, is very handy: for girls should never be allowed to sew dark work with light cotton. Hooks and eyes are often required, and tape too. It is better to buy them good, and in large quantities; for by so doing you get them cheaper. By teaching the poor to mend and make their own clothing, that bad practice of theirs may be overcome,—I mean that of buying old clothes at rag-shops; for the things thus purchased have seen their best days, do not fit the person, and are not of a suitable material. As a rule, dark clothing is far preferable to light.

SARAH WHITE.

When teaching the different manners and customs of the period in history, I should often endeavour to introduce the subject of common things, by comparing the different manufactures, articles of clothing, food, and habits of the present period with those of former centuries. By comparing the modern manufactures with the ancient manner of manufacture, different kinds and qualities may be drawn from the children, selecting at the same time the best materials which would be most useful and economical for them to purchase when they have the disposing of their own money. When contrasting the food of past centuries with our own, useful hints should be given as to the best

kind of food, the most nutritious and economical, &c. Again, when explaining the habits of the fourteenth and fifteenth centuries, useful lessons should be drawn out for the children as regards the necessity of being clean and industrious, &c., explaining at the same time many afflictions which may arise from dirty habits and indolence. Much may be said of common things when giving the productions, exports, and imports of different countries, by naming the nutritious plants and roots most useful in sustaining life. Also several lessons should be drawn on the providence of God in adapting each plant in the different countries to man's use; and the children should be taught to observe the wonderful covering and construction of every animal in its own locality. In physical geography, the origin, formation, and use of dew, rain, snow, and hail should be taught, which could be done a little at a time, when teaching the climates of different countries. Again, man has to feel thankful to God for providing so many means to moisten the earth, to make her bring forth her increase. These should be made lessons of moral and religious instruction. A few hints on common things may be suggested to the children after a reading-lesson out of the Irish book for female schools (which should be found in all girls' apartments), by offering a few remarks on what they had read, &c. I think an object-lesson should be given in schools at least once a-week collectively, and then each child would have a certain amount of information on common things, and the lessons derived from the subject could be imparted to them at the same time. Instructions in household matters can be imparted by the mistress whilst the girls are at needle-work, by way of amusement; but on no consideration should it hinder the work. The mistress could describe the cotton-plant, how prepared for manufacture; different

articles made from the plant. The needle and pin which they use in their work would make subjects of great interest. Then, again, she could instil into their minds the need of a female knowing how to use her needle, by comparing the skilful needlewoman with one who scarcely knows how to use it, as regards keeping herself and family tidy; the former will have tidy articles of clothing for her family, whilst the latter has merely rags provided for them. Hence the lesson should be derived, that industry promotes comfort and happiness. Cleanly habits should also be taught, which may be done by showing how much *nicer* work looks when it is done clean, than when performed with dirty hands, &c. Thus the teacher should try to prove that cleanliness is indispensable in all things, by showing that it ranks next to godliness; for dirty habitations produce fever and other kinds of disease, whilst cleanliness produces happiness and health.

MARY J. COX.

I have commenced teaching common things by giving lessons in the gallery; 2dly, by appointing a certain number of girls weekly to scrub and dust the class-rooms, staircase, and passage; also to wash and iron the dusters used in the school. In the winter, when I could have a fire in the room, the children were taught to keep the range in order, as well as to cook their potatoes, and warm their meat, or anything they brought for dinner; they were also instructed how to prepare the table-cloth for dinner, and clear all away again. These things are at all times most interesting to them, and which may be seen in the improvement of their houses. This I have seen and also heard from their parents. The subjects in which lessons have been given in the gallery are cooking, purchasing meat, groceries, and vegetables, and servants' work in

general. Needlework is taught in the afternoon, including making frocks, darning and knitting stockings.

ELIZABETH RANDALL.

Every good teacher, who has the welfare of her children really at heart, is anxious that they should early acquire a knowledge of the common things of life. In this, as in religion, she must teach much by example, and by bringing the subject frequently before the children in every-day teaching. The children will thus see that she herself attaches importance to these things.

The physical features and climate of a country being considered, then follow the products, animal, vegetable, and mineral—common things in themselves; the consideration of these will lead to lessons on animals, their use to man, alive and dead; the duties of kindness towards them, both on account of their use, and also from the fact that they are God's creatures.

The study of minerals will lead to their uses, simply taught in connexion with the arts, medicine, and the manufactures; the latter is a large field for instruction in common things.

The moral and religious application in the lessons:—the duty of thankfulness to God in so bountifully and wisely providing for His creatures, in giving them ingenuity, talent, and industry to make use of His bounties, as in manufactures; the duty of mutual help, as no civilised nation could enjoy so much even of the comforts of life without others; mutual dependence, duties of industry and carefulness, and frugality to make a right use of what has been so bountifully bestowed.

*Books.*—Very much information on common things will be found in reading books, though there is still a want of books on that subject for children. Teachers should be

careful to see that their children rightly understand the morals of stories read by them. It is surprising how often a teacher will find the facts of the narrative in the memories of the children, but the moral not at all entered into.

*General Information and Object-Lessons.*—The great temptation besetting a teacher in giving these lessons is that of making them exclusively information, and not making them sufficiently practical.

Needlework I look upon as a very important means of teaching the habits of forethought, neatness, cleanliness, painstaking, and application. Economy also of time and material may be taught from it.

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## QUESTION II.

*What "common things" can most suitably be taught to children who get their living in a town, or to those who get their living in the country?*

SUSAN MEADOWS.

What common things may be most suitably taught to children who will probably earn their livings in towns?

1. These children may be taught the different methods of sweeping, cleaning, and dusting rooms, &c., and every kind of household work.

2. The different methods of preparing food, and also of cooking. Care should be taken to impress upon them the necessity of economy in all their actions, in whatever they may have to do; for even in paring potatoes waste can be prevented.

3. Lessons should also be given them upon the necessity of possessing presence of mind. This is particularly

requisite in towns, as fires and other accidents are very common.

4. They should be taught how to light a fire, and to guard against accidents from fire; also lessons upon the way in which they should act in case a fire or any accident took place.

5. In some instances they may become nursemaids. In such cases, it would be well to give them lessons upon the proper manner of treating young children, viz. with kindness, and with strict regard to truthfulness; for children soon discover when they have been told the truth, and when a lie; besides which, they will be very likely to copy the habits of those with whom they are brought up, and in whose presence they chiefly are.

*To those in the Country.*—With respect to these children, it would be well to teach them, as in the former case, the different methods of performing household duties. It would also be well, in this instance, to teach them how to manage a dairy, the methods of making butter, cheese, &c., and also how to prepare and cook food. They may also be taught the management of fowls.

Boys who live in the country may be taught to be useful even in their leisure hours, by allowing them a small portion of ground as a garden, and requiring them to weed and water it, and also to attend to the different plants growing in it; thus they will be kept from mischief, and at the same time may learn habits of usefulness and industry.

ELIZABETH RANDALL.

There are many common things suitable alike to be taught in both town and country; that is, to those who are to get their living in either. At the head of these I would place needlework, as being the means of livelihood to so many females destitute of any other means, as dress-



makers, milliners, staymakers, shoebinders, plain needlewomen, besides the number of young girls employed in the fancy-work department. Next, the duties of servants, and how best to perform those duties, as those of maid-of-all-work, nursery-maid, housemaid, and cook.

In the country, dairy-work, management of animals, cows, pigs, and poultry, and bees especially; methods of preserving fruit, pickling, curing meat, management of a kitchen-garden.

In both town and country, clothing, its price, suitability, durability, and cost; also cost of grocery and meat, and comparative nutritious qualities of the latter.

SARAH WATKIN.

In a clothed school, I think it is a good plan for the children's cloaks, frocks, &c. to be made by the elder girls, as they take an interest in their work when they know it is for themselves, and are more likely to learn how to do it by themselves when they go to service. The boys of a country school may be taught to knit of an afternoon, or straw-platting; the former is very useful, as many boys who like knitting their stockings will do it whilst they are minding cows in the lanes and fields, at times when their parents may require them to do so.

The children of a town school should be taught to pay great attention to their plain needlework . . . and to keep themselves clean in their persons. They may have lessons on cooking potatoes and other vegetables; then they will be anxious to see how other food is cooked, and will notice when anything is done before them at their homes. They should also be taught to clean a room, and wash out the dusters, flannels, &c., which they have used in their work.



CATHERINE ELIZABETH M'INTYRE.

Of course scriptural knowledge, reading, writing, and arithmetic: but the poor children passing through our schools require more than these. Needlework is almost more required than the above, excepting scriptural knowledge, as many of the elder girls are left in charge of the family during the absence of the mother. Dictation-lessons can be given on the cheapest kinds of food to purchase, and the best way to cook it; also, how to take care of her parents, and brothers and sisters, when sick, and what to give them to drink; how to nurse and mind an infant; what she is to do in case of fire. Collective lessons are well suited for the above, and can be taught to children before they can write. It pleases them if the teacher allow them to ask questions on the best way to clean a room, or any other similar subject. To interest them on this point, tell them that as they wish to earn their living, they will better be able to do so by learning how to do these things well.

*Needlework.*—Allow the children to cut out paper patterns, and make large articles into children's clothing, and make them put strong work in; tell them of the best articles to purchase for the dress, such as calicoes, flannel, lilac prints, Orleans, Coburg cloth. Be sure to warn them against spending their money in light, flimsy articles; a dark dress that will wear, or a print that will wash, will be of service to them; and that they should be careful, and try to save a little of their wages instead of spending it as they get it. In addition to these subjects, children in the country may be taught how to feed and take care of poultry, pigs, and butter and cheese making. Do not forget to tell them that by fulfilling their respective duties they do as the Catechism teaches them.

## QUESTION III.

*Why is economy in the use of all articles a duty in every condition of life? Do you remember any passages in Holy Scripture which bear upon the subject?*

JANE MASTERSON.

Economy in the use of all articles is most certainly a binding duty upon persons in all ranks of life. I think, in our National Schools, the duty cannot be too much dwelt upon. In poor families it is necessary for the members of them to practise economy, not only because it adds to their household comforts, but also from the good results depending upon it; for instance, if the mother of a family be extravagant in her habits, she teaches each of her children to be the same; and though she may warn them by precept against it, yet example, as the old proverb says, goes further, and is more effectual in the end.

By practising economy in all branches of household duty, the thrifty housewife may make one shilling of her income go as far as two shillings of that of the extravagant. By having a limited weekly expenditure (which should be regulated by the income), and by never exceeding it, the economical family will always have a sum laid by for extraordinary use, such as doctors' bills, &c.; whereas the extravagant family, who often live beyond their income, rapidly sink themselves into debts which they are never able to liquidate, and probably, in the end, the family is ruined, and some of the members of it may end their days in a prison. By true economy being practised, the poor man has no temptation to leave his own home; and at times, when his work is not so good, he does not feel that pressing poverty come upon him

which, if extravagance were the rule, would inevitably be the case.

In the family of the rich man, on the other hand, it is also necessary that economy should be practised, for various reasons: not so much from the fear of coming to want, but because, by practising economy, the rich family not only set a good example to their poorer fellow-creatures, but they by this means have it in their power to assist their more needy fellow-creatures by stimulating trade, giving adequate wages to those whom they employ, and by relieving the distressed. Servants should be duly impressed with the great duty of economically using their masters' goods, just as if they were their own.

ELIZA FRANCES WILBY.

1st. *Economy in Money*.—According to a person's income their expenditure should be regulated; at the same time, a person who has a large income is not obliged to make a large expenditure. It is, I think, a better plan to set apart, or confine ourselves, to a limited sum to be expended, and save the rest for times of emergency, or when unable to labour any longer. Children should be frequently warned against spending money foolishly upon toys or sweets, which only amuse the eye and satisfy the appetite for a time; and how much good might be done to our fellow-creatures with money thus needlessly expended!

2d. *Economy in Food*.—Such food should be provided as is good and wholesome, and as much as is necessary to sustain and support life. Much good may also be done for the poor by economy in food. From the bones of joints of meat good *broth* may be made, at little expense, and perhaps a hungry family satisfied; the same by pieces of bread and meat, which in many families are thrown into a waste-tub, or into the street.

3d. *Economy in Clothes.*—When the income will allow it is much more economical to buy good articles of clothing than cheap ones, for the reason that a cheap article requires generally to be replaced by a new one in a much shorter time than a good one, and is therefore much dearer in the end. Much may also be saved by keeping garments tidy, and acting upon the old proverb—"a stitch in time saves nine." In large families the clothes of the elder children, when too small for them, might (where there is a careful, industrious mother) be made into some garment for the younger children. In the case of a single person, many articles of left-off clothing would be found useful for some relative who has a family, or for some poor family with whom she is acquainted. Children should be taught very early to keep their clothes neat and tidy, and not tear them. I think that in a girls' school one afternoon in the week should be set apart for the children to bring articles of clothing of their own to mend, in the presence and under the superintendence of the mistress and pupil-teachers. There is also economy in carefully cutting out clothes.

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#### QUESTION IV.

*If at any time the supply of water should fall short, or if it could be obtained only with great difficulty, what could poor people do to promote cleanliness and health?*

MRS. RUSH.

If a supply of water be short, the better way in such a case is to keep the house free from dust, to use dry cloths for scrubbing the body, and to expose the wearing-apparel to the air.

## MARGARET GRAHAM.

Water is indeed a most essential thing, and one of the common necessities of life. Without water life would soon be extinct, as is often the case with travellers passing through the deserts without water. We should make a most wretched appearance both in our person and houses. But sometimes water is scarce, and then the cleaning operations are not so extensive.

In such cases more care is required on the part of the housewife to promote the health and cleanliness of herself and family. She should be very particular in sweeping the rooms through, and she should allow plenty of pure fresh air to come into the room, particularly the bedrooms, as a quantity of foul air accumulates during the night, and which, if not allowed to escape, will settle on the lungs probably, and cause illness. The windows should be opened at the top and bottom: at the top, to let out the foul air; and at the bottom, to admit the fresh air. If there is not sufficient water to scrub the rooms, they should be wiped with a little water and flannel. This process gives a freshness to the rooms.

## MARY BAILEY.

In such cases as the one mentioned in the question, I should recommend that particular attention be paid to ventilation; that the rooms, yards, &c., of the house be swept every day, if possible; that no decayed animal or vegetable matter be allowed to remain in or near their dwellings; and that drains should have the refuse water thrown down near their openings, and that a little chloride of lime (of which one or two pennyworth —  $\frac{1}{2}$  lb. — can be obtained at almost any oil-shop) should be sprinkled round them. If any rain

should fall during such a period, it may not be known to all that rain water, though not always fit for cooking, is the best that can be used for washing and scrubbing.

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### QUESTION V.

*In the case of a family of an artisan, or a labourer, in your own neighbourhood, consisting of a man and his wife, and six children between the ages of five and sixteen, state the probable amount of their weekly earnings, and say how it could be laid out to the most advantage, specifying the weekly expenditure, and the amount that should be laid by for rent, illness, or any emergency. Would you advise the wife to do anything by way of adding to the weekly earnings? If so, what? Give your reason.*

HARRIET BRAGG.

An artisan in the neighbourhood of St. Stephen's earns 5s. daily. Carpenters, joiners, bricklayers, and plasterers, of first-rate ability, 5s. 6d. each day. The former is the average.

	£	s.	d.
Weekly earnings of the father . . . . .	1	10	0
The elder boy, or girl, should earn at the least, as errand-boy, or nursemaid, 1s. weekly. Most likely they would also (if industrious, and usefully brought up) obtain a part of their food at their employer's, as people dislike sending children home to meals, in consequence of the loss of time . . . . .	0	1	0
Mother's earnings . . . . .	0	4	0
	<hr/>		
	£1	15	0

I should say it was the duty of every wife to earn something, if possible; that is, if her health permit. I should advise that she took in needlework, as she could then see to her domestic affairs. The children of ten, twelve, or even the youngest, can do the house-work, the mother giving her house a thorough cleansing once a-week. It is astonishing how much a little child can do with merely directing it. I have known the wife of a London mechanic keep a little shop: but as this involves some risk, and extra rent, besides a greater neglect of family duties, I would say take in needlework. A woman may earn, I imagine, by early rising (the greatest of all temporal blessings, next to health, which a working man's family can enjoy), 4s. weekly. She may for this, I consider, with good management, clothe the family, making everything herself, even the clothing for men and boys (except coats); her own gowns, when beginning to wear out, will make up for the girl—the girl's for the little children—and the same by under-garments. But there must be early rising to accomplish this. A scale of prices for the clothing cannot well be given, unless the occupation, sex, and other particulars be given, as the dress for a plumber would not do for a plasterer. But the females should, if possible, wear cotton in the week, with, perhaps, a Coburg for Sunday for the mother. The elder girl would require three frocks: the one worn this week for afternoons will serve next week for mornings; when a clean one comes for the afternoon, the morning frock for this week, being dirty, goes in the wash. Hoyle's lilac prints are the best. The bonnets should always be of straw; brown in winter. My reason for preferring needlework is, that the wife may be found in her proper place at home. She may also keep an eye over the girls. What are they without a mother's eye? She may instruct them a little, and superintend the whole in sickness as in health; which last would be wholly

impracticable if her occupation were from home. Their religious training, above all, need not be neglected.

**EMMA WOOD.**

The wages of an artisan are about 30s. per week. His eldest child, if a boy, would probably be apprenticed, and therefore dependent on his parents for support. The next, at thirteen, if a girl, might be at service, and not dependent on her parents. The other four, allowing their ages to be eleven, nine, seven, and five respectively, would probably be kept at school. The eldest might assist her mother, when at home; or by doing needlework, or anything else, might earn 1s. per week.

*Weekly Expenditure.*

	£	s.	d.		£	s.	d.
Bread . . . . .	0	5	6½	Candles . . . . .	0	0	3½
Meat . . . . .	0	2	6	Flour . . . . .	0	0	3
Vegetables . . . . .	0	1	0	Suet . . . . .	0	0	2½
Sugar . . . . .	0	0	4	Sundries . . . . .	0	2	0
Tea . . . . .	0	0	6	Schooling . . . . .	0	0	5
Coffee . . . . .	0	0	2	Rent . . . . .	0	5	0
Butter . . . . .	0	0	10	Clothing-club . . . . .	0	3	6
Cheese . . . . .	0	0	5	Sick-club . . . . .	0	1	0
Oatmeal . . . . .	0	0	5	Saving-fund . . . . .	0	2	0
Milk . . . . .	0	0	10				
Coals . . . . .	0	1	6	Total	£1	9	0
Wood . . . . .	0	0	1½				
Soap . . . . .	0	0	2½	Left . . . . .	0	2	0

It is said that rent should never exceed one-eighth of the income; but in large towns this rule cannot be followed, as rents stand very high. Generally speaking, a wife may do better by staying at home, and getting her husband's meals ready comfortably, and mending his and the children's clothes, and attending to the general order of things, than by going out to work.



## JANE BOARDER.

The labourer might earn 18*s.* per week; the two eldest children, 3*s.* together; and the wife, 5*s.*; making a total of 1*l.* 6*s.* The wife should help to support the family by washing and charing.

	£	s.	d.
Loaves, 8 4-lb. at 9½ <i>d.</i> . . . .	0	6	4
Beef, 3 lbs. at 7½ <i>d.</i> . . . .	0	1	10½
Tea, ½ lb. at 3 <i>s.</i> 8 <i>d.</i> . . . .	0	0	11
Coffee,* 2 oz. at 1 <i>s.</i> 4 <i>d.</i> . . . .	0	0	2
Sugar, 1½ lb. at 4 <i>d.</i> . . . .	0	0	6
Butter, 1 lb. at 1 <i>s.</i> . . . .	0	1	0
Candles, 1 lb. at 6½ <i>d.</i> . . . .	0	0	6½
Soap, 1 lb. at 4½ <i>d.</i> . . . .	0	0	4½
Oatmeal, 1 pint at 2 <i>d.</i> . . . .	0	0	2
Rice, 2 lbs. at 2½ <i>d.</i> . . . .	0	0	5
Milk, 2 quarts at 3 <i>d.</i> . . . .	0	0	6
Treacle, ½ lb. at 3 <i>d.</i> . . . .	0	0	1½
Four of the children's schooling . . . .	0	0	5
Pepper, salt, mustard, and spice . . . .	0	0	1
Coals, wood, matches, &c. . . .	0	1	0
	£0	14	5
Rent . . . . .	0	4	6
Clothing . . . . .	0	3	6
Sundries, doctor, &c. . . . .	0	2	7
Amount of income . . . . .	£1	5	0

## JANE HILLIER.

The condition of the family depends very much upon the moral character of the members; whether the head of the family be a hardworking, industrious, and temperate

\* In one paper chicory was mentioned, and the use of it there advocated, as a cheap and pleasant substitute for pure coffee.

man—a man whose whole endeavour it is to work truly to get his own living, and do his duty in that state of life into which it hath pleased God to put him—or whether he be, as too many are, unsteady, idle, and a spendthrift.

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## QUESTION VI.

*Give the notes of a lesson on any subject, historical or geographical, and show how you would introduce into such a lesson the mention of common things. Show also what moral and religious reflections may be made upon these subjects.*

The answers given to this question were not any of them of sufficient importance to entitle them to a place in this Summary.

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## QUESTION VII.

*Quote some of the stories which you are in the habit of using, or which your teacher has used, by way of familiar illustration when talking to children about common things.*

SARAH WHITE.

As I have been accustomed to teach infants, the stories which I have related are very simple. In giving a lesson on coffee the other day, I found the children's attention remarkably kept up by relating the discovery of coffee. In giving a lesson on minerals, I generally introduce the beautiful appearance of the salt, coal, and other mines; also the many accidents (by way of stories) which occur under these in consequence of carelessness; trying thereby to inculcate a spirit of carefulness, &c.

## QUESTION VIII.

*Give an account of the different grains used for making bread; and give a good receipt for making a 4-lb. loaf, naming the weight of flour, &c.*

MARY M. ROALFE.

The different grains from which bread is made are wheat, barley, rye, and oats; the former is most used in this country. Rye used to be employed for the purpose of making bread much more than it is at present. Wheat is considered the most nutritious. Maize, or Indian corn, is sometimes used, but that does not make such good bread as wheat; but if the flour of maize and wheaten flour be united together, very good bread is made from them. Oatmeal is much used in Scotland. That which is called brown bread is generally made from barley, after the finer portion of the meal has been sifted from it. Home-made bread is much more nourishing than bakers' bread, because they put in it so many things to make it look white, such as alum and potatoes, &c. A little potato put in a loaf is by some persons considered to improve it; but bakers put in too much.

HANNAH MAXWELL.

*A Receipt for making a 4-lb. Loaf.*—Take 3lbs. of good flour,  $1\frac{1}{2}$  pint of lukewarm water, nearly  $\frac{1}{4}$  pint of yeast, and one tea-spoonful of fine dry salt; have ready a tin or earthenware trough, into which place almost all the flour, which should be well mixed with the salt; then make a hole in the centre of the flour and pour in the yeast, after which have the water ready, and pour it gently in, all the while stirring it round to mix the flour, yeast, and water together. When it is well mixed and lightly kneaded, some

dry flour should be sprinkled over it; and being now in the form of a stiff batter, and a plate put over the trough, it should be left in a warm place, in which it may remain for about three hours. This is called setting the sponge (which many people, who have a good deal of baking to do, do the previous night). At the end of three hours, if the sponge begins to crack, or when it has wide cracks in it, it is time for it to be taken to a table and kneaded, taking care to do it quickly, and as lightly as possible; because, if done slowly and roughly, it will not rise so well, neither will it be so light and nice when baked. In the kneading the remainder of the flour may be used, in sprinkling it over the dough, and in rubbing the paste from the hands; when this is done, the tin into which the loaf is to be baked, having been previously placed near the fire to warm, should be floured, to prevent the loaf from sticking to it in the oven; when this is done, the loaf, having been made the proper shape, should be put in the tin, and then placed in the oven, the fire of which should not be too brisk nor too low, but should be kept at the same degree of heat. While the loaf is being baked, if the fire be too hot, the loaf will burn without being properly done, and is very unpalatable; if not hot enough, the loaf will be sodden, and consequently indigestible. It will require about two hours' baking.

JANE RIGBY.

The different grains used for making fermented or unfermented bread, are wheat, rye, oats, barley, rice, and maize.

*Qualities.*—The best grains for making bread are those which contain a considerable amount of gluten, which is the nutritious part of grain; and as wheat is the only grain which possesses this substance in sufficient abundance, it is the very best for making a spongy, light, and fermented bread.

## QUESTION IX.

*State what you know as to the comparative waste of boiled, roast, fried, and baked meats, and the different advantages of each mode of cooking.*

CATHERINE ELIZABETH M'INTYRE.

Boiling is by far the most economical mode of cooking, for all the juices of the meat are preserved in the liquor, which forms stock for soup; should the meat alone be required, it should be put into boiling water to retain some of the gravy, and a quarter of an hour to each pound; but if intended for soup for the dinner, put it into cold water, 1 lb. to each pint-and-a-half of water. Add vegetables, rice, barley, or oatmeal, according to taste, and let it simmer for three hours.

Roasting. By this mode nearly three-quarters of the juices are lost; lean scraggy meat is wasted by this mode. The dripping ought to be saved; it is good for the paste for pies; and it is also used by some persons on toast, or fried with stale bread. The best joints are sirloin of beef; leg, shoulder, and loin of mutton; and various parts of pork.\*

Frying is not a wholesome way to cook food, but as it takes less time than any other, is much used; it is more saving than broiling, as 1 lb. of steak broiled is only enough for one, whereas by frying it is enough for two. Many savory dishes are cooked by the use of the frying-pan, such as beef-steak and onions, and are very good for a hard-working man's dinner. Vegetables browned by mixing them with gravy, and putting them into liquor in which meat has been boiled, make a nice soup without meat.

\* These are prime joints, but not the most economical.

Baking is more economical than roasting; cheap dishes can be made by buying cuttings, and small pieces of meat, and making a batter, into which put the latter. The poor very seldom have the use of an oven; in week-days, a dish baked costs 1*d.*, and on Sundays, 2*d.* Rice is very nice when baked.

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#### QUESTION X.

*What opportunities are afforded you in the school-room of teaching children that tight clothes are neither economical nor healthy, or of inculcating habits of cleanliness and order; and how would you improve these opportunities?*

SUSAN BAILEY.

The best way of teaching it in a school is for the teacher to set the example herself; for we all know that children are very apt to follow the example of those who are above them, especially in the way of dress. Children should also be taught that tight clothes are expensive, because, being tight, they lay a strain upon the material, and at last cause them to burst or rip, and so give unnecessary work and trouble. Also, by having dresses made tight you allow yourself no room to grow; they then become too small, and forced to be left off; and if you have no younger sisters in your family, to whom those left off might be made of use, you find it still more expensive. Tight clothes are always unhealthy, because they keep the lungs (which is a most important part of the body) in a compressed state, stop the circulation of the blood, and so render the person weak, dull, and inactive, and, what is often the case, produce disease.

Cleanliness should also be taught by the teacher setting the example herself. She should next look well to the

children, never overlooking a fault of carelessness; and when she tells her scholars of any faults, she should see that her injunctions are obeyed. When her scholars see that she means what she says, they will not require frequently telling, but soon amend their faults. Cleanliness can also be taught by making the children keep everything in a clean orderly state. We cannot pay too much attention to this subject.

ANN CARTER.

In the school-room there are many opportunities of teaching children the great disadvantages arising from tight clothes.

1. *They are not economical.*—If any article of wearing-apparel be tight, besides being very unpleasant to the feelings of the person who wears it, it very soon breaks out in holes, makes the wearer a great sufferer, makes her also look awkward, and frequently causes illness. The teacher should bring these things frequently before the children; for all must see some object very frequently, if not daily, whose manner of dress in some way could be made a source of hints—such as a child coming to school with very tight shoes, persons complaining of corns, of pain in their chest, &c.

2. *That they are not healthy.*—Many persons have been great sufferers in consequence of having their feet confined in shoes which were too small for them; many lamed. Many females have lost their lives through tight-lacing, not giving the lungs sufficient room to act properly. Various instances could frequently be brought before their notice, both with respect to economy and health, by daily observation and reflection.

## QUESTION XL.

*What are the various reasons for teaching children the duties of kindness and consideration towards animals?\**

DELIA WILLIAMS.

The reasons why children should be taught kindness and consideration to animals are numerous. In the first place, if a child be allowed to be wantonly cruel to the inferior animals,—such as pulling flies' legs off, or catching them and killing them, merely for the sake of doing so; robbing birds' nests of eggs, or even of young birds,—this will foster in the child's mind a total want of benevolence and a hardness of heart for the suffering of others. If a child has this propensity, it should be the endeavour of all connected with the child to eradicate it, else it will become indifferent to the misery and distress of its fellow-creatures, and will have a heart quite callous to the appeals or sights of woe. A child who could torture a kitten or a favourite dog or bird, could as easily and as cruelly cause pain in those he is bound to love and preserve as much as possible from pain. He will have no consideration for any one but himself; thus he will become thoroughly selfish: and a selfish character all must despise. A child who is allowed to have no regard for the feelings of the brute creation will go on step by step in cruelty until at last he becomes reckless of how much pain he inflicts. I think many of the troubles of parents caused by the unfeeling behaviour of

\* The history of Balaam and his ass was the story generally selected from Scripture to illustrate this subject. The quotations might have been more varied. The story of the Prophet Jonah would have furnished another illustration that consideration towards animals is a duty. One of the most striking passages recorded in Scripture of the Almighty's merciful thought and care for His creatures is to be found in the last verse of the concluding chapter of that book.



their children proceed from the want of benevolence and kindness to all, even the meanest of God's creatures, being properly inculcated in youth. A child wanting in benevolence will be a great grief to its parents; whilst a child who is kind and considerate in one respect will be in all, and is quite a comfort and a joy. A judicious nurse may train children in the habits of consideration for, and kindness to, animals in many ways. When at home, she may teach them to take a bone or scrap to, or save it for, a dog in the yard, or a favourite puppy; and, when out walking with them, she may cause them to pluck groundsel for a pet bird at home, or wild herbs for rabbits—the kind rabbits are fond of—hence called rabbits' meat. Little pieces bearing on these qualities may be taught the children. A simple and pretty piece commencing,

“ Turn, turn thy hasty foot aside,  
Nor crush that helpless worm,”

could be easily understood, and become quite a favourite with children. Besides, God, who formed us, also made every living thing upon the earth; and why should we despise even the meanest of His works? Moral tales, and above all, tales from Holy Scripture, may be brought to bear upon the necessity of possessing these qualities, and also to inculcate them.

SUSANNAH KENNERLEY JACKSON.

There are many ways in which the thoughtful young nursery-maid may teach the little children committed to her care kindness and consideration for animals. The cat and kitten should only be played with in a gentle manner; scraps may be given to the faithful dog. In its walks out, the child may be allowed to gather food for the canary, or any pet bird: thus the child will be led to think of the wants of others, as well as her own; habits of frugality

will be fostered by not allowing meat from the table to be given to the dog, but only the scraps and bones.

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## QUESTION XII.

*In the case of young girls going into service, or about to be placed in charge of younger children, what should you have to say on the subject of presence of mind, or of the duty of never deceiving children or pacifying them with false promises?*

JANE THOMAS.

Upon a young girl entering a place as a nurse, it is necessary that she be possessed of presence of mind; if not, it will be a source of great misfortune to the children. For instance, in case of accidents—such as fire, a fall, &c.—it is necessary that the nurse should have sufficient presence of mind to run to the assistance of the child, and not to be frightened, and obliged to run for some one else to perform her duty; for, perhaps, during her absence, the injuries caused by the accident might increase, and render all assistance useless.

It is also necessary in a nurse to be truthful and cautious in all her actions. For instance, it is wrong of a nurse, when a child has been hurt by a fall, or from a sharp instrument, to pacify the child by pretending to beat the ground on which the child has fallen; for, by so doing, the child is being taught a lesson of revenge, and will seem to think, that by inflicting pain upon something else, it will alleviate its own pain. Again, lessons in deceit are often given to children by nurses, who, when they want a child to take medicine, tell her that it is nice or sweet, when perhaps it may be quite the opposite. This deceit is soon

detected by the child when she has tasted it, and it naturally follows that there will be more trouble at a future time to get the same child to take medicine. Again, in the case of nurses promising something to a child, in order to quiet her or to get the child to sleep, it is very wrong of such a nurse to neglect fulfilling her promise, as it tends to teach the child a lesson; and the child will probably practise the same thing upon her sister, brother, or playmate, and so gradually the fault will grow upon the child.

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### QUESTION XIII.

*In the case of sudden emergencies—such as a child fainting, clothes catching fire, a severe scald or cut—what habits of mind would you cultivate, what measure should you take at the moment, and how would you turn such an event to good account?*

EMMA BULLOCK.

When young girls enter service, and have under their care young children, it is very necessary that they should possess great presence of mind. For instance, should the house be on fire, by showing presence of mind the lives of those committed to her care, and of the other occupants of the house, as well as her own, may probably be saved. The house, too, may be preserved from much damage. Should any of the children meet with an accident, she should do all that she can for them; and should she not know how to treat them, she should immediately seek assistance. Should any of the children be taken ill in the night, it will be the duty of the young girl placed over them to see to them at once. She must not feel afraid to get up and go about the house, if necessary, for anything,

or the most fearful consequences may ensue: she should bear in mind that "delays are dangerous."

A young girl placed over children should also avoid deceiving them, or pacifying them with false promises; because children so soon discover anything of the kind when it is practised upon them, and they also learn to deceive. Children, by such means, not only learn to deceive, but lying. Should the servant wish the children to do something particular, and should she promise them a ball, a cake, &c., when they had done it, she should be sure to perform her promise, or the children will be taught a lesson in deceit and lying. She should also teach the children, if they have done anything wrong, to own it at once: this she may do by being very open herself. If she find the children naughty, she should not promise them that, if they will be good, she will give them something; because, if she do, whenever they want to get anything, they will be sure to behave badly. If, however, she should promise them anything, she must be sure to give it. When children have been deceived, they are not likely to forget it, but will practise deceit themselves; which will often grow upon them to such an extent, that when they grow up they will be despised and disbelieved by most persons. A young girl placed over children should therefore be shown the error of such ways, and the consequences which would probably arise from them.

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#### QUESTIONS XIV. AND XV.

*What simple remedies would you use in the case of a cold, cough, or sore throat?*

*Suppose an infectious complaint were to break out in a school, and the school not to be broken up, what would be the best measures to adopt under the circumstances?*

## QUESTION XVI.

*Give an account of what you consider the necessary qualifications of a cook, laundrymaid, housemaid, or nurse. State the usual wages of such a servant, what articles of dress would be most suitable for her particular occupation, and how much you think she ought to save. If you were required to select a nurserymaid for a lady's family, what questions would you put to the children whom you thought most likely to suit for the purpose? What moral qualities would you deem most essential?*

ELIZABETH ANN DUDLEY.

A cook should be possessed of cleanliness, industry, punctuality, honesty, and economy, combined with frugality. Cleanliness is very important, both as regards the person's dress and the utensils; her clothes and person should never be dirty, because no one would like to eat anything made by a person with dirty hands, or who had a dirty apron or dress on; for dirt would then be likely to be communicated to the article of food which she was cooking. A cook should also be very careful not to have pins or needles stuck about any part of the front of her dress, because they would be likely to fall into any pastry, &c., that she might be making, and then they would be likely to stick into the throat of the person who ate it, and cause a great deal of pain, and perhaps death. All the kitchen utensils should be kept very bright and clean, or the things made or cooked in them would not be very wholesome; and, if copper utensils are not kept quite free from dirt, a poisonous substance collects upon the metal, which is from it communicated to the food prepared in the vessel, and the death of many persons has been caused in

this manner.\* A cook should also be very industrious, because she will have a great deal of work to do, and should therefore never idle away any of her time. She should also be very punctual, taking care that the meals are always ready at the proper time; for families are often very much inconvenienced by want of this quality in a cook. She should be honest, economical, and frugal, taking as much care of the property of her employer as if it were her own; never wasting anything, always making good use of her time, remembering that it is the property of her employers, and should therefore never be wasted.

The usual wages of a cook are from 14*l.* to 18*l.* a-year; in small families they often have much less: with such a salary they would be able to save from 2*l.* to 6*l.* per year. The articles of dress most suitable for her occupation would be cotton dresses, so that she might often have them washed; linen aprons, for the same reason: it would be well, also, for her to have short sleeves, and an apron with a bib to it, whilst she was about her work.

If I were required to select nurserymaids for a lady's family, I should ask them the following questions:

If they thought that they could behave kindly to the children placed under their charge; keeping, at the same time, a sufficient and proper command over their own temper?

Whether they thought that they could teach the children to be kind to the inferior animals, and also to poorer children?

If they thought that, in any case of emergency, they would possess presence of mind and activity?

Whether they would try, by their example, to teach their charge to fear God?

Whether they would endeavour to do their duty in their station of life?

\* This substance is *verdigris*.

The moral qualities that I should deem most essential would be piety, presence of mind, carefulness, tidiness, truthfulness, integrity, uprightness, propriety of demeanour, and honesty; because children's characters are often formed according to those of their nurserymaids.

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### QUESTION XVIII.

*Enumerate the different darning-stitches. For what articles should they severally be used? Give full directions for making a man's shirt, a housemaid's apron, and knitting a stocking.\**

ELIZABETH GALTON.

1. *Darning-stitches.*—There are three principal kinds of darning-stitches: 1st, take one and leave one; 2dly, take one and leave two; 3dly, take one and leave three. The first is used in darning stockings, as they require great strength; the second to darn body-linen; and the third for diapers, table-napkins, cloths, &c., as it forms a pattern, which, although it might not be exactly the same, will look less conspicuous than a plain surface.

2. *Directions for making a Shirt.*—Get  $3\frac{1}{2}$  yards of calico of the width required; cut off 2 yards 2 nails for the body of the shirt. The other parts should be cut in the following proportions:

Sleeves. Rather more than one-fourth of the width of the shirt.

Sleeve-gussets. A little more than one-third the length of the sleeve, square.

Collar. Half an inch less than the length of the sleeve.

Wristband. Half the length of the collar.

\* The answers to this question were generally very complicated in the description, or omitted some important particular.

Binders. The length of the sleeve and one-third.

Neck-gussets. Two-thirds the size of the sleeve-gusset, square.

Side-gussets. One gusset the same size as the neck-gusset, cut in two parts, from one corner to the opposite one.

In the front. Divide the width of the shirt into four parts. Leave one quarter for each shoulder, and cut out the other two-fourths to the length of the binder. Cut the piece to go in about the same width as the sleeve, and, when folded, let it be about one-third of the width of the shirt.

Having all the parts cut out in their proper proportion, little difficulty exists in putting these parts together. In making the shirt, allow the back to be a little longer than the front, and sew the sides rather more than one-third the length of the shirt, a little being deducted from the upper one-third and a little from the lower one-third. Before putting the collar on, the front of the shirt should be sloped gradually from the neck-gussets about an inch or an inch and a quarter. The collar must be folded in four parts, and put to the corresponding parts of the shirt, otherwise it will not sit well.

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#### QUESTION XX.

*What are the advantages and disadvantages arising from the English and French methods of clear-starching, and getting-up of linen? Give Twelvetre'es' "receipt for washing," and state whether or not you think the clothes would be more injured by this process than by the old method of rubbing.*

ELEANOR PENDRED.

*Clear-starching.*—Having collected all the articles that are to be starched, put a pint of clear spring-water into a



clean saucepan, and when it is just warm, add a quarter of a pound of starch (that has been previously softened with a little warm water), with a little gum arabic or isinglass. Then continue stirring it one way until it just boils, when it must be immediately taken off the fire, as it will become yellow if it boils too long. It must then be strained, and allowed to stand until it is fit for use; a piece of loaf-sugar will tend to make the starch much clearer than it would otherwise be, and a little mutton-suet put into the starch will prevent the articles from sticking when they are ironed. Some persons use a candle instead of this, with which they stir the starch while it is on the fire. English people usually starch their clothes in a dry state, but the French prefer starching them while wet; because the former method not only tends to fray the articles, but makes them stiff, and of a yellowish tinge. When the articles have been starched, they should be clapped, during which process the hands should be frequently washed, to free them from the bits of starch which adhere to them. The articles should then be folded in a cloth, ready for ironing.

Fine muslins, collars, &c., should first be ironed slightly on the right side, and finished on the wrong side. In ironing a shirt, the back should be done first, and a board of the proper size, covered with flannel, should then be placed between the back and front to iron the front upon; and it should be allowed to remain in until the other parts are ironed. Dresses should be ironed on a board that is about as wide again at the bottom as it is at the top.

*Twelvemrees' Receipt for Washing.*—On the night previous to the washing-day provide the following ingredients, namely, half a pound of soap, half a pound of soda, and a quarter of a pound of quick-lime; the latter must be quite fresh, or it will not be of any use.

Then put the soap into a jar, and pour over it half

a gallon of boiling water, and the same quantity over the soda in another jar; put the quick-lime into a basin, and pour as much boiling water over it as will cover it. When these have stood for about half an hour, put the lime and water and soda-water together in a saucepan, and boil them for twenty minutes; after which the mixture must be put into a jar and allowed to stand till the morning. The materials for lighting the fire should then be laid ready, and the clothes soaked, and the wristbands, collars, &c., soaped, as in the ordinary method of washing.

In the morning, put ten gallons of water into the copper, and light the fire. When the water boils, put in the soap and water, which will by this time have formed itself into a jelly, and then pour in the liquor from the lime and soda, taking care not to disturb the sediment, as none of the particles of lime must be allowed to go in. Stir the whole well together; and, when it boils, put in the clothes, having previously put a plate at the bottom of the copper to prevent them from sticking. When the first lot of clothes has boiled for half an hour, they must be taken out and allowed to drain; after which they must be put into a vessel of boiling water and well stirred about to free them from the mixture. They must then be put into some more water that has been blued for rincing; after which they may be wrung, and hung up to dry. This quantity of mixture will do for three lots of clothes; but the flannels and coloured things must not be washed by this process.

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Lessons on the following subjects were given by the competitors for the prizes in the presence of Miss Burdett Coutts : —

1. On the clothing of a working-man's family.
  2. The general qualifications of servants — maid-of-all-work, nurse ; second lesson on cooking.
  3. Cooking.
  4. Bread-making — the coffee-plant.
  5. The duties of a daughter in attending to the care of a family, supposing the sickness or death of the mother.
  6. The breakfast-table.
  7. Washing.
  8. The general duties of servants-of-all-work.
  9. Lighting a fire.
  10. The duties of a nursemaid.
  11. Salt.
  12. Shirt-making.
  13. Sago.
  14. Attendance in a sick-room.
  15. Dress.
  16. Sweeping a room.
  17. Cleaning a house.
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## APPENDIX.

### I.

#### *Actual Earnings and Expenditure.*

(1.) A JOURNEYMAN CARPENTER (but wishes me not to give his name, in case it might appear in print), wife, and three children :

	£	s.	d.
Weekly wages . . . . .	1	10	0
Overtime and odd jobs, average . . . . .	0	2	0
	<hr/>		
	1	12	0

Week ending February 16th.

Rent of two rooms . . . . .	0	5	6
Bread, 7 quarterns, at 8½d. . . . .	0	4	11½
Meat, 8½ lbs. of mutton at 6d. . . . .	0	4	3
Butter, 1½ lbs. . . . .	0	1	9
Cheese, too dear. We cannot buy it.			
Vegetables . . . . .	0	1	5
Tea, 1s.; sugar, 9½d. . . . .	0	1	9½
Soap, 7½d.; candles, 10½d.; soda, &c., 1d. . . . .	0	1	7
Pepper, salt, mustard, and vinegar . . . . .	0	0	3½
Coals . . . . .	0	2	4
Beer . . . . .	0	2	4
Milk . . . . .	0	0	4
Schooling . . . . .	0	0	4
Clothing, average 2s. 6d. . . . .	}		
Tools, average 1s. 6d. . . . .			
Periodicals, 2d. . . . .			
Flour . . . . .	0	0	4½
	<hr/>		
	£1	11	5
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## REMARKS.

Coals in summer not more than 1*s.* 2*d.*

Candles not more than 3*d.*

Bread, some weeks a loaf extra, 8½*d.*

Meat, some weeks a trifle more.

Beer, sometimes a little extra.

(2.) JOHN TAYLOR, bricklayer, 20 Grange Street, Hampstead Road. Wife and two children.

Wages, when in full work, 30*s.* per week.

Out of work in the course of the year at least three months.

	£	s.	d.
Bread and flour . . . . .	0	3	10
Meat, 4 <i>s.</i> ; cheese, 1 <i>s.</i> 3 <i>d.</i> . . . . .	0	5	3
Butter, 1 <i>s.</i> 2 <i>d.</i> ; tea, 1 <i>s.</i> . . . . .	0	2	2
Sugar . . . . .	0	0	7½
Vegetables . . . . .	0	1	6
Candles and soap . . . . .	0	0	9½
Starch, blue, and soda . . . . .	0	0	3
Beer . . . . .	0	1	8½

In summer-time we have twice the quantity of beer that we do in winter.

Salt, pepper, and mustard . . . . .	0	0	3
Coals and wood . . . . .	0	1	6
Rent of one room per week . . . . .	0	3	6
Schooling . . . . .	0	0	3
	£1	1	7½

## REMARKS.

Clothes: Cannot say what they cost us, for we buy them as we can.

We save a few shillings in summer-time, when in full work.

In winter we are very poor, and sometimes get a little in debt.

Tools: About 5*s.* a-year buys them.

Sometimes the bread is 9*d.* or 1*s.* more per week.

Candles in summer less.

In summer, often buy fruit when cheap, and that causes us to buy more flour.

Books: Don't buy any. Sometimes have a penny or two-penny paper. My average wages is not more than eighteen or nineteen shillings per week.

Coals in summer much less.

There are thousands of bricklayers in London whose average earnings through the year do not exceed 21s.\* per week. In the winter-time frost and wet weather prevent their work; and in summer-time wet days often occur, many with frosts.

Children earn nothing.

G. N.

(3.) STREWERTSON, paperhanger. Wife and five children.

For week ending Feb. 16th.

	£	s.	d.
Meat, Saturday night . . . . .	0	5	0
Ditto in week . . . . .	0	1	0
Flour, 1½ peck at 3s. 4d. . . . .	0	5	0
Vegetables . . . . .	0	2	1
Salt, pepper, mustard, &c. . . . .	0	0	4
Tea, 7½d.; sugar, 7½d. . . . .	0	1	3
Coffee . . . . .	0	0	8
Firing . . . . .	0	2	4
Soap and soda . . . . .	0	0	6
Beer . . . . .	0	1	9
	<hr/>		
	0	19	11
Rent and taxes . . . . .	0	12	0
Clothing, average . . . . .	0	4	6
Beer for self and boy, &c., at work	0	4	0
Brushes and rulers for trade uses	0	0	6
	<hr/>		
	1	1	0
	<hr/>		
	£2	0	11
	<hr/>		

\* Mr. Newman says (No. 3), that there are thousands of bricklayers also who earn double that sum on an average throughout the year.

## REMARKS.

Average meat, should say from 5s. to 5s. 8d.

Average of vegetables, about 1s. 9d.

Ditto firing, including summer and winter, 1s. 9d.

This party has also given his yearly expenditure from Feb. 3, 1855, to Feb. 2, 1856:

Gave my wife . . . . .	£76	11	5
Beer for myself and boy in our work, including now and then a spree . . . . .	12	10	0
From this deduct for paste used in my trade 7l. 13s. (That is, he buys the materials for paste out of the 12l. 10s.)			
Rent, after deducting the sum paid by lodger	20	0	0
	£109	1	5

I often give the lad a few shillings, and the other children a shilling now and then.

Besides my earnings, we get on an average 20l. a-year for lodgings we let.

DEAR SIR,—I must explain to you that this man has no constant place of work ; but works for builders generally, and his work is at per piece including paste: 6d. per piece common papers, 8d. satins and marbles, 9d. flocks, 2d. per piece extra for lining marbles, decorations at per room.\* This is the general way that paperhanging is done all over London.

This is not a fair average of the mechanics in general ; but there are thousands of respectable carpenters, bricklayers, and plasterers, that average 40s. per week, and save out of that.

(4.) JOSEPH PINKARD, labourer, in constant work for Mr. Bryne, builder.

Wages per week . . . . .	£1	0	0
Perquisites and overtime, about . . . . .	0	1	0
	£1	1	0

\* The price paid to first-class workmen at the west end of the town for hanging *ordinary* papers is at the rate of one shilling per piece.

Rent: Live in my employer's empty houses, and have for years.

Week ending Feb. 16th.		£	s.	d.
Meat	.	0	4	10
Bread, 8 quarterns at 8½d.	.	0	5	8
Cheese: Do not have any.				
Butter, 2½lbs. at 1s. 1d.	.	0	2	8½
Treacle	.	0	0	2½
Potatoes and turnips	.	0	1	3
Tea, 9d.; coffee, 4d.; sugar, 1s. 2d.	.	0	2	3
Soap, 5d.; candles, 7d.; soda, 1d.	.	0	1	1
Pepper, salt, &c.	.	0	0	1
Children's schooling	.	0	0	3
Coals	.	0	1	6
Beer	.	0	0	4
Sometimes have a pot of a Sunday evening; but generally have none four or five weeks together.				
Milk	.	0	0	3½
Clothing averages, blacking-brushes, &c.	.	0	2	0
My tools cost me about 5s. per year.	.	0	0	1
		£1	2	6½

Wife and four children. The wife often cleans down houses, for which she gets 10s. per house. Average, 8l. or 10l. in the course of the year.

## REMARKS.

Saves a few shillings in summer-time, which assists to buy clothes for winter, and also coals.

Candles, in summer, not more than per week, 1d.

Average for meat, about 4s.

Average for butter, about 2s. 2d.

Coals, in summer, not more than 7d.

Supposing you had rent to pay? Then we must pinch it out of the food and firing, which would be about 3s. 6d. per week for two rooms.

This family always appears respectable and clean; and on a Sunday you can see them well clothed, and going to church.

G. N.



(5.) JOHN CAUGHLIN, labourer, and wife, Hampstead Water-works. Constant employ; 18s. per week. Perquisites average 1s. 6d. per week, besides 2l. or 3l. Christmas-boxes.

	s.	d.
Rent of two rooms . . . . .	5	0
$\frac{3}{4}$ cwt. coals . . . . .	1	1
In summer-time half the quantity serves them.		
Coffee, $4\frac{1}{2}d.$ ; tea, $10\frac{1}{2}d.$ ; sugar, 1s. 3d. . . . .	2	6
6 quarterns of bread at 9d. . . . .	4	6
Sometimes obliged to do with one less; but, if all had what they required, would consume 7 per week.		
Candles . . . . .	0	7
In summer-time $1\frac{1}{2}d.$ per week serves them.		
Vegetables . . . . .	1	1
Soap and soda . . . . .	0	$3\frac{1}{2}$
Salt and pepper . . . . .	0	2
Meat . . . . .	2	6
Sometimes we are obliged to make 1s. 6d. do for meat; and at other times we go to Somers Town on Saturday evening and get a bit of fish cheap, such as a very large plaice for 4d., or two for 6d., or a piece of cod at $\frac{3}{4}d.$ per lb., which saves meat and butter.		
Beer . . . . .	0	4
Very frequently have none for a month together.		
Cheese: cannot afford it; had none for years.		
Blacking: sometimes buy a penny cake.		
Milk . . . . .	0	$3\frac{1}{2}$
Sometimes go without any.		
Wear and tear of brushes, pots, kettles, and china-ware, keep no account; but should think about per week . . . . .		
Wood . . . . .	0	2
	18	8

Clothing, shoes, &c.: We buy it when we can spare the money, after saving a few shillings; but generally after the Christmas-boxes have been received.

Books and weekly periodicals: Never buy any; cannot afford to do so.

Sometimes, when fruit and rhubarb is cheap, we have a few puddings.

Some weeks an extra loaf of bread.

This expenditure was for the week ending Feb. 9th, 1856.

Washing done at home; sometimes have an extra half-pound of soap, and a pennyworth of soda.

(6.) PLASTERER. Wife and five children; but the eldest boy works, and brings in 5*s.* per week; when at work, his own earnings, in summer, for about six months, 36*s.*; in winter, with loss of time through frosts, not more than 22*s.*

Rents a house; rent and taxes	<i>s.</i>	<i>d.</i>			
35 <i>l.</i> per annum	14	0			
Lets off 2 <i>s.</i> 6 <i>d.</i> and 3 <i>s.</i> 9 <i>d.</i>	6	3	£	<i>s.</i>	<i>d.</i>
Leaving weekly rent			0	7	9
7 lbs. of mutton at 5½ <i>d.</i>			0	3	2½
Suet			0	0	4
2½ lbs. in the week, at 4½ <i>d.</i>			0	0	11½
Vegetables			0	1	0
Soap, 7½ <i>d.</i> ; soda, 1 <i>d.</i> ; salt, pepper, spices, &c., 5 <i>d.</i>			0	1	1½
Bread, 9 quarterns at 8 <i>d.</i>			0	6	0
Flour			0	0	9
Coals, half ton, 11 <i>s.</i> , average			0	1	2
Sugar, 10 <i>d.</i> , milk, 7 <i>d.</i>			0	1	5
Tea, 1 <i>s.</i> 1 <i>d.</i> ; coffee, 1 <i>s.</i> 2 <i>d.</i> (two weeks' allowance)			0	1	1½
Butter, 1 <i>s.</i> 1 <i>d.</i> ; cheese, 8 <i>d.</i>			0	1	9
Tools, average			0	0	6
Clothing: they keep no account; but should think about per week, including shoes, &c.			0	5	0
Schooling			0	0	6
Beer			0	1	9
			£1	14	3½

## REMARKS.

This is rather over the average. Coals in summer much less. Cheese, sugar, and meat, generally less.

This is the week ending February 23d.

(7.) CARPENTER. Wife and three children. Earns from 30s. to 35s. per week; always in work; lost no time for years —only holidays.

Week ending February 23d.

	£	s.	d.
9lbs. brisket of beef at 5d. . . . .	0	3	9
Potatoes, 5d.; greens, 3d.; turnips, 2½d. . . . .	0	0	10½
8 quarterns bread, at 9d. . . . .	0	5	11½
Milk, 4½d.; sugar, 5d.; tea, 1s. 2d. . . . .	0	1	11½
Beer . . . . .	0	1	3½
Flour . . . . .	0	0	9½
Suet . . . . .	0	0	4
Schooling . . . . .	0	0	6
Lodging . . . . .	0	5	3
Coals . . . . .	0	1	4
Breast of mutton in week . . . . .	0	0	11
Pepper, ½d.; salt, 1d.; soda, 1d.; soap, 5d.; vinegar, 1d., &c. &c. . . . .	0	0	8½
Tools, average . . . . .	0	1	6
Clothing averages, including shoes, hats, &c. . . . .	0	4	6
	£1	9	8

## REMARKS.

Sometimes the beer might be a little more, perhaps 1s. some weeks, or we might have half a pint of gin occasionally; and periodicals average 3d.

In summer-time have an excursion or two by rail; that costs in the course of the summer about 30s.

This is a fair average; seldom much over or under. The

clothes, quite as much per annum. Coals, and a few things, might be less; but then other extras come in.

This party is a very steady, respectable mechanic, and a very fair sample of mechanics generally. G. N.

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*Sternfield, Suffolk, 9th February, 1856.*

The average wages of a labourer in these parts is 10s. a-week.

At the present time they are 12s. a-week; but during the five weeks of harvest they are increased to 16s. a-week, when they also receive 4 bushels of wheat, and have their dinner given them once a-week, or 5s. for the five weeks instead; they have likewise a gift made them of 3 bushels of malt and 3lbs. of hops, that they may brew themselves some beer. These harvest-wages and advantages, put together, are calculated at about 8*l.* as prices are now, and in ordinary years at about 7*l.*

The gleaner also gives to each gleaner (if a woman, or strong girl or boy) from a bushel and a half to two bushels of corn in the season.

Most of the families have a pig, which yields them about 1*l.* 10s. per annum.

They have, too, very generally through the country, allotments of land, of rather less than a quarter of an acre for a family, at a low rent; the profit of which, if they manage it well, is about 1*l.*

This altogether amounts to about 38*l.* 10s. in the year at the present rate of wages, and, in ordinary years, to about 35*l.*

But in the above the wages only of one man are reckoned; but every boy of the age of fourteen earns 4s. a-week, and of twelve, 3s. a-week, proportionately increased during harvest.

The woman and girls also are employed, during a great part of the year, at wages varying from 4s. to 3s. a-week; so that if, besides a man and his wife, there are two boys of twelve and fourteen years of age, and two girls of about thirteen and sixteen, the earnings of the young people and the

woman, taken together, would amount to 24*l.* or 25*l.* in the year. Thus a family such as I have named might earn altogether, in the course of the year, about 62*l.*

The rent of their cottage is seldom more than 3*l.* 10*s.* or 4*l.*; and their shoes, in such a family as I have described, cost about the same. These two items of expenditure, which they count the heaviest in their list, are paid generally out of the harvest-earnings. This would leave them about 55*l.* for all other expenses; and taking off 2*l.* or 3*l.* for doctor's bill, and 2*l.* or 3*l.* for loss of wages from sickness, they would have about 18*s.* or 19*s.* a-week for their weekly expenses, which may be enumerated as follows:—

	<i>s.</i>	<i>d.</i>
3 stone of flour . . . . .	9	0
Yeast . . . . .	0	1
Fagot . . . . .	0	2
Coal . . . . .	1	0
1 lb. sugar . . . . .	0	4
2 oz. tea . . . . .	0	4
1 lb. cheese . . . . .	0	7
$\frac{1}{2}$ lb. soap . . . . .	0	3
$\frac{1}{2}$ lb. candles . . . . .	0	3 $\frac{1}{2}$
$\frac{1}{2}$ pint of butter . . . . .	0	8 $\frac{1}{2}$
3 lbs. salt pork . . . . .	2	0
	<hr/>	
	14	9

Leaving them about 4*s.* a-week, or 10*l.* in the year, for the expense of clothing.

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*Weekly Expenses of a Small Family among the Labouring Poor, consisting of a man, his wife, a daughter grown up, and a son thirteen years old.*

Flour: 1 $\frac{1}{2}$  of a stone, at 3*s.* a stone (it has been lately 3*s.* 3*d.* a stone), 5*s.* 3*d.* The general reckoning is, that a man consumes 1 stone, and a woman  $\frac{1}{2}$  a stone of flour in the week.

Butter:  $\frac{1}{2}$  a pint (this is the Suffolk way of measuring

butter, a pint being equal to  $1\frac{1}{4}$  lb.), at 17*d.* a pint, the price now; it has been more.

Cheese: from 1 lb. to  $1\frac{1}{4}$  lb., at 9*d.* or 10*d.* a lb.; Dutch cheese is 7*d.*, but not so commonly used.

Sugar: 2 lbs., at 6*d.* a lb., price now; it has been for some months 8*d.* and 9*d.*

Tea: about 3 oz., at 4*s.* a lb.; *i. e.* 3*d.* an oz.

Pork or butcher's meat, 1*s.* 6*d.*

Candles: 1 lb., at 8*d.*, price now; they have been 10*d.* lately.

Soap: 1 lb., at 6*d.* a lb.

Currants:  $\frac{1}{2}$  lb., at 1*s.* a lb.

Lard:  $\frac{1}{2}$  lb., at 10*d.* a lb.

Salt, pepper, mustard, and vinegar, about 6*d.* altogether.

Blue and starch, about 3*d.*

Tobacco, from 3*d.* to 6*d.*

Making altogether the expenditure in the week to be between 13*s.* and 14*s.*

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#### *Process of Baking Bread.*

Take 2 stone of flour,

$\frac{1}{2}$  pint of yeast,

6 quarts of water,

3 quarts of milk;

or, 6 quarts of milk, and

3 quarts of water; or, if water alone,

7 or 8 quarts of water.

Mix up the flour gradually with the yeast, milk, and water—putting the whole of the yeast in at once, but the milk and water only a portion at a time—until the whole is thoroughly mixed, and a stiff paste is made; then leave it until it is well leavened, which is generally in about three hours, and then stiffen the paste still more with fresh flour while the oven is being heated.

The *proper* heat of the oven is arrived at by using a certain amount of fuel, which habit directs, and then by the appearance

of the light in the oven, which ought to have a clear yellowish-white look when fit for the bread.

Small loaves to be about an hour, and quartern loaves an hour and a half, to bake.

In the quantity of flour necessary to make twelve quartern loaves, one quart of milk would give more than one quartern loaf in addition; and in using three quarts of milk there would be as many as four additional loaves—that is, sixteen loaves, where, without the milk, there would have been only twelve.

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*Incomings and Outgoings, &c. of a Labouring-Man, with a Wife and Four Children; the children's ages as follow: a girl, nine years old; a girl, six; a boy, four; a boy, one year and seven months.*

Man's wages—highest, 12s. a-week; lowest,				
10s.; usually 11s.; which would	£	s.	d.	
amount in the year to . . .	28	12	0	
And with the harvest-additions . . .	7	0	0	
	<hr/>			
	£35	12	0	
	<hr/>			

This sum gives them only 15s. 9d. a-week; whereas their weekly expenses, independent of coal and wood for fire and oven, amount to 15s. a-week. It must, therefore, be supposed that the wife and the eldest child earn together some pounds in the year, or they must fall hopelessly into debt.

They are obliged to consume about a bushel of coal, costing 10d., and fagots about 3d. a-week. But in this parish, as in some others, a charity gives them (*i. e.* each family) 14 bushels of coal through the winter, at the rate of only 6d. a bushel, which is a great help and saving to them.

It may be as well to state, that this man belongs to a benefit-club, to which he pays 1s. a-month, and from which he receives in sickness 8s. a-week for as long a period as six months; and should he be ill longer than that, he receives 4s. a-week.

With regard to the fagots, I omitted to state that a family generally consumes about a load of them in the course of the year, which costs from 14s. to 16s.

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## II.

*A few Hints upon Cookery where there is not much Money to spend upon Meat.*

### GENERAL RULES FOR MAKING SOUPS.

They must be made with cold water, suffered to boil only a few minutes, and then kept simmering for many hours.

It is the reverse for *meat* when boiled as a *dish of itself*, as that should be put into *boiling* water at once, and then kept under the boiling-point till it is done. To continue it at a boil hardens and spoils it.

Bullock's-liver, ox-cheek, which is about 2*d.* or 3*d.* a pound, bacon, dried beef, red herring, suet-dumplings, and fish of all kinds, make good soup, with the addition of *rice*, *barley*, oatmeal, peas, and hard crusts toasted *very* brown; also, *all kinds* of vegetables and herbs, such as nettle-tops, turnip-tops, water-cresses, dandelion bleached, &c.

Vegetable soup, with bread fried in fat, is the best article of food after solid meat soup, and you can thus make a dish nourishing and savoury from materials you could not otherwise eat; in short, make soup of *every* kind of *meat*, bones, farina, fish, vegetables, herbs, stale bread, &c.

*Observe*, when fish is used, the bones should be taken out before it is cooked, and, with the *fins*, heads, &c., must be stewed a long time by themselves, with salt, &c., and then added to the rest. No dish must be made of fish with the bones in, except when it is dressed by itself, as it would be dangerous to every body, particularly to children.

Finely-chopped meat, put into cold water, and gradually



heated, then strained and pressed, makes the best soup for invalids.

Fish may be used in various ways besides soup. When plain boiled, if it be cut, it must be put into boiling water, to set the gluten. If the fish be whole and the skin uncut, it must be put into cold water, and always with a little salt. Fish baked with savoury herbs and dripping is very good. Fish with rice; fish stewed with potatoes and herbs, &c.; fish made into a pie, with potatoes, herbs, &c., are all excellent dishes for a family.

Always make stews of all kinds slowly. They do well in a slow oven in a *covered* dish or pan, always commencing with the water *cold*. If you have not a covered dish, tie some thick paper over the top, and that will answer the same purpose.

In families, as soon as one day's dinner of soup or stew is ended, the pan or saucepan might be wiped out clean, and the next day's meat or stew set to simmer on the hob or in the oven. A small fire is best for this sort of cooking.

The frying-pan has many advantages in cooking, as it is a very quick mode of warming-up all kinds of bits and odds and ends of meat, vegetables, &c., making them very relishing and palatable; but it is not a good method of dressing solid pieces of meat.

*To prepare Dripping for keeping.*—If it be taken hot from the dripping-pan, pour it immediately into boiling water; when all the cinders, or any other particles which may have fallen in, will sink to the bottom. When quite cold, take off the cake of fat which will remain at the top, and put all the cakes of fat obtained in this way into a jar, with a little salt; place it in a saucepan of boiling water, let it remain till it is all entirely settled, put it in a cool place, and, when cold, it will become quite solid.

Should there be a collection of cold dripping taken from the pan, the process is the same, only it should be melted twice in boiling water before putting into the jar for keeping, as it

will have retained more flavour of the meat, which is not so good for making pies and puddings.

Cold dripping, as it comes fresh from the pan, without melting, is very good to put in and give relish to potato-pie, to eat with bread, vegetables, &c., as it contains more flavour of the meat. Beef-dripping is the best; but all is useful. Different dripping should not be melted together.

A good *Oatmeal Porridge* is made thus: Put as much water as you want into your saucepan; let it boil, and while boiling, stir in a little oatmeal, and keep stirring it and putting some in by degrees till it is as thick as you wish it (it should be a good thick paste); then stir in some little bits of bacon, which you must have ready cut, or a little bit of butter or dripping; and add a little salt and pepper. This porridge is very good made with the flour of Indian corn.

#### A CHEAP AND NOURISHING DISH WITHOUT MEAT — POTATO-PIE.

Peel and cut some potatoes in thin slices (if as many as six pounds be wanted), chop up about half-a-pound of fat, either of beef or mutton or dripping, with some parsley and onion, or any herbs you may like, with a spoonful of pepper and three of salt. Sprinkle the same between every layer of potato. Cover your pie-dish with a paste made of dripping, and bake it for an hour and a half.

The dish is very good made with any kind of fish *boned*, or with little bits of bacon. A bloater *boned* and cut up with the fat is very good. This would be good in a covered pan.

#### A CHEAP SWEET PUDDING, EITHER BAKED OR BOILED.

Lay some paste made with dripping in a basin, pour in a little treacle, and, if you have it, squeeze in a little lemon-juice, and sprinkle some of the chopped peel over it; then cover with paste the size of the basin; then pour in some more treacle, a little lemon-juice, and sprinkles of the peel, and so on, till the basin is quite full; put it in a cloth, and boil for about an hour. If baked, it is better, perhaps, made in a pie-dish; but

a basin will do perfectly well. Do not forget to grease the basin before laying in the paste.

Be sure that the cooking-utensils are kept perfectly clean. If copper vessels are not perfectly clean, a bluish matter will appear, called *verdigris*, which, if mixed with the food, is a strong poison. Never wash your pudding-cloths with *soap*, as it gives a disagreeable taste to the articles boiled in them ; they need only to be well scalded, hung to dry, and kept in a clean place.

It must also be observed, that if food be left to stand in an earthen pan glazed in the inside, it is very injurious, as the material used in the glazing-matter is poisonous.

When coffee is made, it is better to hold it over the fire in the pot till it is quite warm before the boiling water is poured upon it. It must be constantly shaken, to prevent its burning.

Tea is also much better made in this way. When the breakfast or tea is finished, it is a good thing to pour some boiling water upon the remaining leaves in the tea-pot. When cold, it is a refreshing drink.

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### III.

#### *Hints on the Thirteenth and Fifteenth Questions.*

##### ACCIDENTS FROM FIRE.

There are two ways of putting out fire ; either by water, or by excluding air from it. When a person catches fire, water is seldom at hand, and the readiest mode of extinguishing it is to smother it. Wrap any thick woollen article, such as a hearth-rug, a carpet or table-cover, round the sufferer tightly ; articles of calico or linen are too thin and too inflammable. If nothing be within reach, induce the person to lie down and roll over and over upon the floor ; but never let him increase the current of air by running about. At the instant of alarm, shut all windows and doors. If the room be filled with smoke, lie down

with your face to the ground, as it is easier to breathe in that position. When bed or window-curtains catch fire, they should be torn down, and boxes or any heavy articles or tables turned over upon the flames. If this do not smother them, they will be kept under until water can be brought. In such cases, as in all other cases of emergency, calmness and presence of mind are essential.

## BURNS.

All clothes should be carefully cut away as quickly as possible ; if any of them cannot be easily removed after moistening them with warm water, let the sticking portions remain, in order to avoid tearing the parts. Apply spirits of turpentine, by means of a feather, to the injured part for ten minutes ; and then dress it with a piece of soft linen dipped in a liniment composed of equal parts of spirits of turpentine and yellow basilicon, keeping such dressing on by means of a roller applied lightly round the part.\* Should the wet remedies mentioned not be at hand, the dry ones most useful are, flour thickly dusted over the burn ; or cotton-wool or wadding, so applied as carefully to exclude the air—a most important precaution. All cold applications are to be avoided. Always send for the doctor as soon as possible.

## SCALDS.

Scalds from hot water are not so serious as those from hot oil or varnish. Avoid cold applications, because it is always necessary to allow the part to cool gradually, and not suddenly.

Let the air be carefully excluded from it ; remove the clothes very gently. Get some sound potatoes, and scrape all the inside out ; dry very finely ; then mix some sweet oil with them, spread the mixture upon some soft linen rag, and apply it to the scald. Lime-water and sweet oil, mixed in equal parts, is a very good application ; or flour thickly sprinkled. Never let the blisters be pricked or opened ; but, should they burst, and

\* A warm bread-and-water poultice may also be applied.

leave the parts red and painful, apply a soft warm bread-and-water poultice, covering it with oil-silk to keep it moist. When all redness and inflammation have subsided, dress the sore part either with spermaceti ointment or *Turner's cerate*, to be obtained from the chemists.

#### CUTS.

The first object is to stop the bleeding. In a simple clean cut this can generally be done by pressing moderately upon it, keeping the limb in a raised position, and by applying cold. If an artery be wounded (which is known by the florid colour of the blood, and by its being ejected in jets), or if the bleeding be obstinate, press the thumb or finger *firmly* on the wound, or tie a bandage tightly over it between that part and the heart. To prevent inflammation in the wound, let the person have a cool diet and rest, avoiding tight clothing, and keeping the wounded member in as comfortable a position as possible. Medical assistance should be sought without delay, as the stoppage of the bleeding may be a matter of life or death.

If pain comes on, or if matter of bad odour oozes from the wound, apply a warm bread-and-water poultice.

Let all foreign bodies, as bits of glass, gravel, be removed as soon as possible by washing *the* part with cold water, as such substances *always* prevent the comfortable healing of a wound. Never use *hot* water to a bleeding wound ; it will encourage the flow of blood from it. Bring the edges of a wound *gently* but as closely together as possible ; then let strips of adhesive plaster be applied to keep them together ; a light compress of soft rag and a bandage should then be applied, to keep on the dressings.

Never apply laudanum to *cuts*: you may cover the wound with pledgets of soft rag soaked in the blood, which may be allowed to dry and adhere.

If no pain or smell occurs, the wound may be allowed to remain unopened for a few days ; but, if painful, then apply a warm bread-and-water poultice. As accidents from cuts are very frequent, it is wise to point out to all persons who are

affected by the mention, or by the sight, of blood, how essential it is for them to overcome that weakness to enable them to be useful. Where affectation is manifest, the danger of persisting in it should be strongly pointed out. But it is seldom affectation even in grown persons—in children never. All instructions upon this subject should be given with great care, and in the simplest language.

## FAINTING.

If a person falls down as if fainting, and the face be flushed or of a purplish red, let the head be raised, and let cold applications—such as water, or vinegar and water (one part vinegar to three parts water)—be applied to it. Bottles of hot water, or mustard poultices, being put to the feet, all fastenings should be *immediately* loosened, *especially* those about the *neck*; and the *nearest* doctor sent for.

If the face be pale, lay the person flat upon the floor or a sofa. Untie all fastenings as quickly as possible; sprinkle cold water upon the face; apply it to the palms of the hands and behind the ears. If smelling-salts be at hand, put them, or a burnt feather, to the nostrils, taking care that the patient does not inhale too much. Open the window and door to admit fresh air, and do not permit people to crowd round or to hang over the fainting person, as doing so *excludes* the current of air so essential to revival. When the person is restored to consciousness, give a little cold water, with fifteen drops of sal volatile in it; but never attempt to make the fainting person swallow against his will, which is very dangerous, and might cause death from suffocation.

It is not always possible to avoid or to remove the causes which produce fainting,—as when brought on by indigestion,—but bad air and tight-lacing may always be avoided.

## INFECTIOUS DISORDERS.

Whenever an infectious disorder breaks out in a house, school, or village, these should be kept more than usually clean.

All accumulations of decaying vegetable matter, or filth of any kind, should be removed immediately. When rooms are not in use, open the windows at the top to let out impure air, and at the bottom to admit fresh air. Limewhite the walls, and place vessels containing a solution of chloride of lime in various parts of the house. This is better than sprinkling it about the room. If in a school, place it out of the reach of the children. Let the floors be thoroughly and repeatedly cleansed. In close rooms, or where many people meet, as in a school, the air should be frequently changed, by opening the door or window, even in winter.

Personal cleanliness should be particularly attended to, and advice given urging its necessity. In all cases of infection in a school, it is important that, whilst every necessary precaution should be taken, and due attention and inquiry made after the sick children at home, the teachers should be cheerful, and endeavour to promote the same spirit among the healthy pupils. In *nurses* this is an especial duty. Some diseases to which children are liable require only their own temporary removal.

In addition to the above precautions, in all serious cases of infection the advice of a medical man should be sought.

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#### IV.

##### *Simple Remedies.*

The first point for a person to know is, whether the remedy be for a grown-up person or for a child; the same kind of medicine would not do for one as for the other, and of course the dose would be very different. For instance, half a pound of sugar and a quarter of a pint of vinegar, boiled together for twenty minutes, to which is added a quarter of an ounce of paregoric, would be unfit for a child, as paregoric contains *opium*, which should never be given to a child unless ordered by the doctor.

The next point to attend to is, that the proportion of every article entering into a receipt, and the quantity of the remedy to be taken, should always be accurately stated; for instance, a spoonful may be too little or too much, according as it is a *table-spoon* or a *tea-spoon*. A pennyworth of medicine may not always be exactly the same quantity, but may vary in different places.

All these and similar expressions, such as "some," and a "little," should be avoided; they are indefinite terms, and therefore dangerous. For instance, *two table-spoonfuls* of a mixture containing a quarter of an ounce of paregoric would contain thirty drops of paregoric, nearly one-eighth of a grain of opium; it is therefore all-important that a person should know whether he has to take *one* or *two table-spoonfuls* or one *tea-spoonful*.

As a general rule, all spirits should be avoided in domestic medicine: a remedy of this kind may suit the persons who recommend it, or they may have seen it used successfully in particular instances; but they are unsafe; for spirits are powerful stimulants, are heating, and produce fever, and, like laudanum and opium, should only be prescribed by the doctor.

It is also unsafe to recommend any remedy the composition of which is unknown, as Friar's Balsam, &c.

As a rule, leeches should not be applied without advice.

In all cases of illness, whether from cold or infectious disorders, it is important that the air of the room should be kept pure. It is sometimes difficult, especially in colds, to open the windows or doors; but, when necessary to do so, the curtains should be drawn round the bed, and a blanket held up before the patient, and the face covered with a handkerchief.

A fire, however small, should, if possible, be kept in the room, as nothing keeps the air of a room so pure; it draws the bad air up the chimney.

A bottle filled with hot water, and wrapped in flannel, may be put at the foot of the bed, and the person's feet put *against* it.

A person should avoid as much as possible hanging over a



sick person ; but all who attend upon the sick—a *nurse* especially—should be quick as well as quiet, and very gentle, as a *slow* manner is sometimes irritating ; and kindness in those about the sick is always sensibly felt by them.

In recovering from colds, care should be taken to dress as warmly as possible.

SIMPLE AND SAFE REMEDIES TO RECOMMEND IN CASES OF  
COUGH OR COLD.

Take one ounce of linseed, not bruised, and one pint of boiling soft water, let them simmer over the fire for four hours, then strain through linen ; add half an ounce of sugar-candy or coarse sugar, and half an ounce of gum-arabic, previously dissolved ; let the person take a small tea-cupful of this mixture *warm* night and morning, or a tea-spoonful occasionally during the day.

Dissolve two ounces of Spanish liquorice in half a pint of boiling water, then add half a pound of coarse sugar, or treacle, or honey, and a quarter of a pint of vinegar ; boil them together for twenty minutes : take a table-spoonful occasionally.

Two table-spoonfuls of black-currant jelly or jam, dissolved in half a pint of boiling water : a table-spoonful to be taken occasionally.

Take a moderately-sized turnip, cut it into slices, and lay them in layers, with moist sugar between each slice ; or cut a turnip or lemon into slices, place them in alternate layers, with moist sugar between them : take a tea-spoonful of the juice occasionally.

Put a large pinch of mint-leaves into a jug, and pour half a pint of boiling water over them ; let them stand for a quarter of an hour, then strain ; sweeten with coarse sugar, treacle, or honey : a wine-glassful to be taken three times a-day.

Ten drops of turpentine, dropped upon a lump of sugar, may be taken at bedtime, *unless* there be sore throat.

Ten drops of sweet spirits of nitre may be put into gruel, barley-water, tapioca, arrow-root, or sago, and taken at bed-

time, to promote perspiration: of these, gruel and barley-water are the least heating.

As colds are generally taken by standing in currents of cold air when over-heated, it is advisable that persons, especially those subject to colds, should put on a cloak or shawl, or tie a handkerchief round their throat, upon quitting a warm or close room, such as a school-room or kitchen.

Persons liable to colds should always keep their feet *dry* and warm, by wearing thick shoes and worsted stockings.

In the treatment of colds, especially when accompanied by a cough, it is very beneficial to excite general perspiration, by putting the feet into hot water with a table-spoonful of mustard in it, or simply hot water (if the person is of a delicate constitution, the mustard might be too stimulating); to give the person, when *in* bed, a basin of hot gruel or whey; to put some extra covering over them; but great care must be taken not to check the perspiration *suddenly*, by throwing off clothes, until *it* has subsided.

A little *cooling* medicine is always desirable in cases of cold; for a grown-up person a table-spoonful of castor oil, or eight grains of powdered rhubarb, ten of carbonate of magnesia, with four of powdered ginger, may be mixed smoothly in a little water, and be taken as a mild aperient. This dose would be too strong for a child; the strength of any dose of medicine given to a child must be regulated by its age and constitution.

In cases of cold, all stimulating food should be avoided, as such diet tends to increase fever: a quarter of a pint of vinegar and half a pound of sugar, boiled together for twenty minutes, to which is added a quarter of an ounce of paregoric, *two* table-spoonfuls to be taken every *six* hours, is a safe and useful remedy for a grown-up person; but must not be given to a child, on account of the opium contained in the paregoric.

Opium should *never* be given to *children* without medical sanction; *it is very dangerous*.

Mix two table-spoonfuls of treacle and one of vinegar together: take a *tea*-spoonful when the cough is troublesome.

## SAFE REMEDIES AND GARGLES TO RECOMMEND FOR SORE THROAT.

Put a small handful of sage-leaves into a jug, pour a pint of boiling water over them, cover the jug, and let the infusion stand for a quarter of an hour; then strain, sweeten with coarse sugar, treacle, or honey, to make it agreeable: this is a good gargle for a common sore throat.

*Common Gargle.*—One table-spoonful of honey, and two table-spoonfuls of vinegar, mixed with half a pint of water.

Sucking a piece of sal prunella is very useful in case of sore throat.

Rub the throat with hartshorn and sweet oil (mixed in equal parts) for about ten minutes, and then put a piece of new flannel round it.

Rub the throat with goose-grease, and apply a piece of flannel afterwards.

Sage-tea, sweetened with honey, forms a very simple but good gargle; as also strong black tea, without milk or sugar; lukewarm milk-and-water.

Black-currant leaves steeped in water.

One pint of sage-tea, with half an ounce of cream of tartar dissolved in it.

Half a pint of sage-tea, with one gill of vinegar, as a gargle.

## FOMENTATIONS.

If the sore throat is severe, or seems like quinsy, apply a hot bran poultice. Remember that quinsy is a *gathering* in the throat, and that you must send for the doctor.

*Poppy Fomentation.*—Boil one ounce of bruised poppy-heads in a pint of water for fifteen minutes, and strain.

The neck should always be covered while the sore throat lasts, especially after any warm applications; but not too tightly or thickly.

Friar's Balsam is not a safe remedy for sore throat; and,

as a general rule, no applications should be recommended of the nature of which you are ignorant.

*Fomentation.*—Six poppy-heads bruised, sixpennyworth of camomile-flowers, three quarts of water, simmered together a quarter of an hour.

*Linseed Tea.*—Two table-spoonfuls of linseed, well worked, put into a jug; pour over it a pint of boiling water, cover it, and let it stand by the fire for two hours; a little lemon-juice added, and sweetened with sugar-candy, is a great improvement; moist sugar might be added instead of sugar-candy.

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## V.

### *Plan of Needlework at St. Stephen's School, Westminster.*

The school is divided into ten classes, each under the care of a separate teacher, either a pupil-teacher or monitor.

The children take their places in the classes entirely with reference to their ability as good and neat workers, their morning lesson-class having nothing to do with that in the afternoon, which is devoted solely to needlework.

In the case of two girls being deserving of promotion, a preference would be given to the one who was in the higher class of a morning; the object being to connect, rather than separate, the morning ability in study with the afternoon neatness and proficiency in the use of the needle.

The teachers also take their places in the classes which they superintend entirely by their ability and proficiency in needlework. It sometimes happens that a teacher high in the school for morning studies will have to be placed in a lower class for needlework; and another, whose morning abilities are but moderate, will be equal to the duties of an upper class in the afternoon's needlework; although, as a general rule, I have observed that a painstaking teacher in lessons, and especially

in writing, is almost invariably a good needlewoman. We had some difficulty at first in carrying out the arrangements, as the school had proceeded for three years on a different system; but by perseverance the difficulties have disappeared.

One evening weekly is devoted to needlework by the mistresses, pupil-teachers, and monitors. The work of each class is inspected, difficult work fixed, and new work cut out by the teachers; the pupil-teachers who are nearest the end of their apprenticeship taking the most difficult work. Every teacher is expected to make a shirt during her apprenticeship, which has been cut out by herself.

The first-class girls are taught to cut out and make various articles of clothing.

The evening work-lesson often lasts three hours.

HARRIET BRAGG.

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